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ABSTRACT

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for November 1-30, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: EgyptAir Flight 990 crash, Oslo summit, India cyclone, Chechnya's importance to Russia, and Iran hostage 20th anniversary (November 1-5); Microsoft monopoly, the Berlin Wall's place in the Cold War, the peaceful fall of the Berlin Wall 10 years ago, background and history of the Vietnam War, and death toll from the India cyclone (November 8-12); death toll from the earthquake in Turkey, World Trade Organization and relations between the United States and China, Leonid meteor shower, OSCE summit in Europe, and OSCE and pressure for Russia to end the conflict in Chechnya (November 15-19); conflict in Chechnya, Kosovo peacekeeping, and Hillary Clinton Senate race (November 22-24); tension in Northern Ireland, the World Trade Organization conference (November 29-30). (AEF)

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ED 439 673

CNN Newsroom Classroom Guides
November 1999

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CNN NEWSROOM Guide

November 1, 1999

Beginning today, CNN NEWSROOM presents "Man Vs. Nature," a special three-part series that recognizes man's ability to create engineering wonders.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00... 02:00
Top Story ... 04:30... 06:30
EgyptAir Flight 990 crashes into the Atlantic Ocean.

YOUR DAILY DESK ... 01:00... 07:30
Environment Desk ... 03:05... 10:35
Scientists are repairing Florida's dying coral reefs.

WORLDVIEW ... 01:00... 11:35
FYI: Population Youth Surge ... 03:15... 14:50
The world population will rise due to the high percentage of people at or approaching reproductive years.

Inside Asia ... 02:35... 17:25
India's population is rising at an alarming rate.

Around the World ... 02:30... 19:55
China's one-child population policy hasn't been successful in rural areas.

Culture Watch ... 02:05... 22:00
Wedding photographs, while expensive, are a new trend in China.

NEWSROOM CHRONICLE ... 00:30... 22:30
Man vs. Nature: Hoover Dam ... 04:40... 27:10
The Hoover Dam, a tremendous engineering feat, transformed the American Southwest.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : EgyptAir Crash

1. Where did the EgyptAir Filght 990 crash? What details are now available about the crash of Flight 990? What are authorities now saying about the prospects of finding any survivors of this accident? Describe the search and recovery efforts that are now underway. Who is involved? What is their first priority?

2. How are relatives and friends of the plane's passengers responding to the crash? How do you think these people feel? How have the Red Cross and New York agencies responded to the situation? How might counseling benefit grieving relatives and friends? Generate a class discussion about grief and how different people handle this emotion. Invite a mental health professional to address your class on dealing with grief.

3. Have students identify the organizations involved in the search for Flight 990. These organizations include the National Transportation Safety Board, the U.S. Coast Guard, and the U.S. Navy. Refer groups of students to the websites below to prepare a presentation about one of these organizations and its role in locating Flight 990. Ask students to determine the differences between a search and rescue and a search and recovery mission, and the steps that experts will take to determine the cause of the crash. Following the presentations, invite representatives from these organizations to your class to talk about air and nautical safety.

4. In spite of the press that airplane crashes receive, flying is still statistically one of the safest ways to travel. Use this opportunity to have students investigate the statistics behind the different forms of travel (plane, car, ship, train) and share their findings. What accounts for each mode's statistics? How can travelers assist in making their journeys safe in each case?

LINKS:
http://cnn.com/US/9910/31/egyptair.03/
http://www.faa.gov/
http://www.uscg.mil/
http://www.ntsb.gov/
http://www.navy.mil/

EDITOR'S NOTE:
Egypt
counseling
National Transportation Safety Board
air travel

YOUR DAILY DESK

Environment Desk : Reef Repair

1. What unusual "construction" project is underway off the Florida Keys? Why is this project necessary? What happens to cracked or broken coral over time? What part of the coral is living? Who is making the underwater limestone structures? How are these structures made?

2. How are repair workers rebuilding the reef? What are the workers doing to attract new polyps? How are they using unattached pieces of healthy coral to speed up the process? Do you think artificial construction will ultimately become the solution to coral reef destruction? Explain.

3. When people look at coral reefs, they usually don't think about all the time and energy polyps, the animals that make coral, expend to create them. Have your students investigate how natural coral reefs are made, specifically focusing on the role polyps play in their construction. Working in small groups, have students find out:

1. What are the events that occur in the lifecycle of a polyp?
2. How do polyps attach to existing coral?
3. How do polyps make new coral?
4. What are the living conditions, temperature, water quality, etc., necessary for healthy coral?
5. Why is coral important to marine ecosystems?

Have groups share their information and discuss the relative importance of prevention vs. repair in the fight to save Florida's coral reefs.

LINKS:
http://petsforum.com/IMA/CR09.htm
http://www.seaworld.org/coral_reefs/introcr.html
http://www.colszoo.org/educate/cor.htm
http://www.uvi.edu/coral.reefer/

EDITOR'S NOTE:
Florida Keys
coral reef

WORLDVIEW

FYI: Population Youth Surge : FYI: Population Youth Surge

1. How many people are estimated to currently populate the earth? What percentage of the earth's population is 25 or younger? Where is most of this young population found? By how much is the world's population expected to increase in the next 50 years?

2. In what ways is Mexico a good example of population trends in the world? What are some factors that influence the amount of children women are likely to have?

3. Do you think that the earth can support 9 million people? Why or why not? How many children would you like to have as an adult? Why? Do you think the availability of the earth's natural resources should influence a person's decision to have children? Why/why not?

4. Divide your class into several groups. Have each group choose a specific topic relating to world population, such as population growth and family planning, natural resources, agriculture, health, or pollution. Refer each group to multimedia resources, including the websites below, to prepare a presentation about its topic. After the presentations, have students discuss whether or not world population is a topic of major concern.

LINKS:
http://news.bbc.co.uk/hi/english/special_report/1999/06/99/world_population/newsid_381000/381043.stm
http://www.policy.com/news/dbrief/dbriefarc351.asp
http://www.worldvillage.org/main2.html
http://www.unfpa.org/icpd/icpdmain.htm

Inside Asia : Population India

1. How many children does India add to its population every minute and every year? How does India's population compare to the population of Australia? How large is India compared to Australia?

2. How many children does Radha Kumari have? How do you think she feels about having this many children? Use information from the news story to defend your answer.

3. Direct students to use the news feature quotes and statistics to show the two sides of the population debate in India: Those who wish to see the population decrease, and those who do not see population growth as a problem.

4. Listed websites will illustrate that there are "haves" as well as "have nots" in India today. Challenge students to explore these sites, and other resources, to create a balanced picture of India. Ask each student to write an essay that exemplifies the many faces of India, and how India's rapid population growth might affect the current portrait of the country.

LINKS:
http://www.info.usaid.gov/india/
http://www.india-today.com/
http://www.mapsofindia.com/general/
http://www.censusindia.net/
http://www.prb.org/news/tipsheet/tip4.htm

Around the World : China Population Exception

1. What is China's one-child policy? How long has the country implemented the policy, and why? Where has the policy been successfully implemented, and where has it failed?

2. Why do you think that the government has not punished larger families in the countryside? Based on the news feature, do you think that the children in the less developed areas of China receive the same opportunities for health and education as those in cities? Why/why not? How does this situation compare to that in your country? Explain.

3. The bride in the feature says that more than one child would interfere with her career goals. Ask students to consider attitudes involved in choosing to have a child: What are "good" and "bad" reasons for having children? What are "good" and "bad" reasons for choosing to limit family size, adopt children, or not have children at all? Have students defend their answers. Before discussing these questions, help students establish guidelines for the meaning of "good" and "bad" (ie. socially acceptable, moral/ethical, responsible, etc.).

LINKS:
http://207.27.3.28/repro/db2/1993/05/a930510.2.html
http://www.ippf.org/newsinfo/archive/9902/11.htm
http://www.cpirc.org.cn/eindex.htm

Culture Watch : Chinese Wedding

1. What percentage of one's annual wages might wedding photographs cost in China? Why were wedding photographss not taken in earlier decades of Communist rule? What other traditions are changing in China?

2. One person interviewed for the story feels that traditional Chinese wedding attire better expressed the happiness of the event, but prefers the serious and dignified image presented by Western dress. What do you think? Would you prefer that your wedding express the happiness or the seriousness of the event? Explain.

3. Challenge students to explore wedding traditions and changes in their own country and culture. Direct them to create a collage illustrating these changes and to write a short essay in which they analyze these changes. Ask students: Do you think that losing old traditions also loses important symbolism, or has adding new elements brought more significance to the event?

LINKS:
http://www.chcp.org/Vwedding.html
http://www.jmts.com/wedding/customs.htm
http://www.todaysbride.com/
http://www.weddingcircle.com/ethnic/

EDITOR'S NOTE:
world population
national asset
one-child policy
China
demographic
consumer market
living standard

NEWSROOM CHRONICLE

Man vs. Nature: Hoover Dam : Man vs. Nature: Hoover Dam

1. Where is the Hoover Dam located? Why is the dam considered an engineering feat? How much did the project cost? What was the purpose of the dam? How did the Hoover Dam project impact the development of the American Southwest? Cite examples from the video to support your assertions.

2. When was the Hoover Dam built? What was the Depression? What was America like during the Depression? What were the work conditions like for Hoover Dam employees? Directs students to their texts and online resources to learn about how work conditions have changed in the U.S. during the last century. Have students identify the legislation that led to these changes. Discuss the students' findings. Ask students: Do you think the American work ethic has changed since the Depression? Explain.

3. Have students refer to the websites below to learn about the Bureau of Reclamation (BOR). Inform students that the mission of the BOR "is to assist in meeting the increasing water demands of the West while protecting the environment and the public's investment in these structures." Group students. Instruct each group to prepare a presentation about one of the BOR's water projects. Have the groups determine how these water projects led to homesteading and promoted the economic development of the West. Students should also consider how these projects impacted the environment and local land owners, including the Native Americans and Mexicans. Following the presentations, have students discuss the benefits and drawbacks of these water projects.

LINKS:
http://www.hooverdam.com/
http://www.usbr.gov/cdams/
http://www.pbs.org/wgbh/pages/amex/hoover/

EDITOR'S NOTE:
Hoover Dam
Bureau of Reclamation
the Depression

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 2, 1999

Tomorrow learn about one of the world's greatest engineering feats as CNN NEWSROOM presents its final installment of Man vs. Nature: The Chesapeake Bay Bridge-Tunnel.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:55... 01:55

TODAY'S NEWS ... 00:40... 02:35
Top Story ... 03:55... 06:30
Peace talks between Israel and Palestine resume in Oslo.

In the Headlines ... 01:10... 07:40
THE SEARCH FOR EGYPTAIR FLIGHT 990 CONTINUES

YOUR DAILY DESK ... 00:45... 08:25
Health Desk ... 01:45... 10:10
Dr. Gunter Blobel is awarded the 1999 Nobel Prize for medicine.

WORLDVIEW ... 00:40... 10:50
FYI: Nobel Winner ... 02:30... 13:20
Doctors Without Borders brings medical attention to the world's "forgotten people."

Around the World ... 04:10... 17:30
Good fortune does not automatically follow Nobel Prize winners.

Taking Care of Business ... 02:35... 20:05
A group of doctors in Africa makes extraordinary house calls.

NEWSROOM CHRONICLE ... 00:50... 20:55
Democracy in America: Today's Elections ... 00:50... 21:45
American voters cast votes today in local and state races.

Man vs. Nature: Panama Canal ... 05:50... 27:35
The Panama Canal is one of the world's greatest engineering feats.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Oslo Summit

1. Which world leaders are participating in the two-day Oslo summit? What is the purpose of the summit? Why are these talks necessary at this point in time? What is the role of the U.S.? What steps has Israeli Prime Minister Ehud Barak taken to promote peace between Israel and Palestine? What were Palestinian Leader Yasser Arafat's chief complaints about Israel? What is the next key step in the peace negotiation process?

2. Have students work in groups to research the history of the peace talks between Israel and Palestine. Students can use the following questions to guide their research: How many summits have been held? Who have been the key players? What are the main issues? What is the political significance of the West Bank? What offers and concessions have the Israelis and Palestinians each brought to the negotiating table? What promises have been made? Which ones have been kept? Instruct students to refer to their research to create political cartoons that illustrate the development of the peace process.

   EXTENSION: A final pact would attempt to settle the issues of refugees, water, borders, settlements and the status of Jerusalem. Refer groups of students to multimedia resources, including the second website below, to investigate these issues. Next, have each student use his/her research to write a position paper addressing the following question: Can peace ever be achieved between Israel and Palestine? Have students share their papers and discuss.

LINKS:
http://cnn.com/WORLD/meast/9911/01/mideast.summit.02/
http://cnn.com/WORLD/struggle_for_peace/
http://menic.utexas.edu/menic/
http://www.knesset.gov.il/israel.htm
http://www.pna.net/

EDITOR'S NOTE:
Israeli Prime Minister Ehud Barak
Palestinian Leader Yasser Arafat
Oslo summit
final status

YOUR DAILY DESK

Health Desk : Nobel Medicine

1. What is the Nobel Prize? Who is Dr. Gunter Blobel? Why did he win the 1999 Nobel Prize for medicine?

2. How is Dr. Blobel planning to use his prize money? Why do you think Dr. Blobel has decided to use the prize money to fund the Friends of Dresden organization, rather than his cellular research? Do you agree with Dr. Blobel's decision? Why/why not?

3. Refer students to the second website below to learn more about the significance of Dr. Blobel's discovery and its impact on modern cell biological research. Ask students: What are cells? What are proteins? How do proteins impact human health? Why is cellular research important to the advancement of medicine?

4. Next, have groups of students examine how medical practice has improved its ability to manage serious diseases. Instruct groups to identify three or more diseases that have caused serious medical

problems consistently over the past 50 years. Have groups gather data about the percentage of the population affected by these diseases, and the death rate among those affected in several developed countries since 1950. Help groups to plot their data on a graph and draw conclusions. Ask students: To what extent are we better able to manage these diseases today than we were 50 years ago? What impact has this had on the quality of peoples lives? Should governments support medical research like Dr. Blobel's research, or should other social problems be a priority? Explain your reasoning.

LINKS:
http://www.nobel.se/announcement-99/medicine99.html
http://www.rockefeller.edu/labheads/blobel/blobel.html
http://www.kapili.com/biology4kids/
http://www.friends.dresdner.com/fod.htm#toc

EDITOR'S NOTE:
Nobel Prize
proteins
Dr. Gunter Blobel
biotechnology
molecular biologist

WORLDVIEW

FYI: Nobel Winner : FYI: Nobel Winner

1. What is Doctors Without Borders? In what country was this organization founded? What is the organization's founding principle? What prestigious prize was Doctors Without Borders recently awarded? What do you think the reporter means when he says that the Nobel Prize Committee "could hardly have made a less controversial award"? Why do you think this group is not perceived as controversial?

2. How is Doctors Without Borders funded? How is it staffed? Do you know other similar organizations that operate this way? If so, what do they do to improve the quality of life for others? Have any of these organizations been recognized with awards? Explain.

3. Assist students in conducting research to learn more about Doctors Without Borders, its objective and its most recent missions. Share findings in class discussion. Refer students back to the video segment where we are told that the organization's founding principle is that "whether a disaster is natural or man-made...victims have a right to quick and efficient help." Ask students if they are aware of the oath that all physicians take (the Hipocratic Oath) to help those in need of medical assistance. How does the Doctors Without Borders organization take the Hipocratic Oath one step further?

4. Although four organizations have won or shared the Nobel Peace Prize in the past 20 years, Doctors Without Borders was the first humanitarian field organization to win the prize since 1981, when the U.N. High Commissioner for Refugees won. What is a humanitarian organization? Have students work in groups to locate information on other humanitarian organizations around the world and share their findings. Which organizations have students heard of before now? Which organizations are not quite as "high profile"? Had students in your class heard of Doctors Without Borders before this story? If so, in what context? If not, do they think winning the Nobel Peace Prize will impact public awareness of the organization?

LINKS:
http://www.dwb.org/index.htm

http://www.dwb.org/pr/pr047.htm
http://www.doctorswithoutborders.org/missions/kosovo.htm
http://www.cnn.com/WORLD/europe/9910/15/nobel.02/

Around the World : Nobel Curse?

1. Who are some of the most recent winners of the Nobel Peace Prize? What causes did/do they champion? Discuss how current events in Northern Ireland and East Timor have run counter to the efforts of these individuals. Summarize the efforts of the Pugwash Conference and the International Conference to Ban Landmines. What is the current status of these causes?

2. What is the "good news" regarding the efforts pursued by Nelson Mandela and Yasser Arafat? Why do you think their efforts have succeeded? Do you think there is a "Nobel Prize curse"? Explain.

3. How have other Nobel Prize winners fared over the years? Group students. Have each consult the first website below for a searchable database of Nobel Prize winners in different categories throughout the years. Have each group choose one winner and conduct research to present a profile of him/her/the organization. Discuss what happened after this person or organization won the prize, and whether winning the prize impacted the individual's or organization's work.

LINKS:
http://www.nobel.se/laureates/
http://www.nobel.se/
http://economics.miningco.com/finance/economics/library/weekly/aa102798.htm

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Taking Care of Business : Flying Doctors

1. What is AMREF? How do its doctors offer assistance to those in remote regions of Africa? Who are the Flying Doctors? What kinds of medical problems do they encounter? What awards have the Flying Doctors and AMREF received as a result of their work?

2. How do emergency services make their way to people in remote areas of your region under extraordinary circumstances, such as flooding and heavy traffic? Invite a medical professional who administers emergency services in your area to come to your class. Ask this individual to explain how your local system works, from the time an emergency call comes in to the time the patient is stabilized. Discuss how doctors in your area use technology to address the needs of their patients, especially in emergency situations. Ask students: How might people in remote areas of the world benefit from such medical technology?

LINKS:
http://www.amref.org/
http://www.children-of-the-andes.org/doctors.htm
http://www.dwabrams.com/don/dgh/index.html
http://www.amcp.org/public/pubs/journal/vol3/num2/flying.html

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EDITOR'S NOTE:
Medecins Sans Frontieres
Nobel Peace Prize
laureates
humanitarian
African Medical and Research Foundation

NEWSROOM CHRONICLE

Democracy in America: Today's Elections : Democracy in America: Today's Elections

1. When will U.S. voters elect their next president? What kinds of elections are taking place today? Why are these elections significant?

2. Are there any elections taking place today in your locality or state? If so, have students work in groups to monitor their outcomes. Have each group of students present an analysis of one election: What office or issue was at stake? What was the outcome? What factors likely influenced the voters? Does this election give us any hint as to what voters may be thinking next year?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/11/01/election.1999/index.html

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Man vs. Nature: Panama Canal : Man vs. Nature: Panama Canal

1. Locate the Panama Canal on a map. What is the purpose of the canal? When was the canal built? What are locks and how do they work? Why is the Panama Canal considered one of the world's greatest engineering feats?

2. Refer students to library and online resources, including the websites below, to learn more about the Panama Canal and its impact on Panama's environment, economy and culture. Have students present their findings. Next, ask students to consider what life might be like for Panamanians if the canal was never built. Ask students: What are the benefits and drawbacks of the canal? Do you think the Panama Canal has enhanced the global community? Why/why not?

3. Under the 1977 Panama Canal treaty, the U.S. must withdraw all of its troops from Panama and hand over control of the waterway to the Panamanian government by Dec. 31, 1999. Have students refer to the websites below to research the background and provisions of the 1977 treaty. Challenge students to locate the answers to the following questions: How did the treaty originate? Why did the U.S. agree to the treaty? How will the transition of the canal to the Panamanian government impact the region?

   EXTENSION: The Panama Canal is threatened by the depletion of the rainforests surrounding the canal. Divide your class into four groups. Have each group prepare a presentation addressing one of the following questions: Why are the rainforests surrounding the canal disappearing? What are the consequences to Panama and the canal if the rainforests are destroyed? Can the Panamanian government preserve the forests? How will the depletion of Panama's rainforests impact the country's citizens? After the presentations, conduct a summit to discuss how the government of Panama should handle this situation.

LINKS:
http://www.pancanal.com/general/
http://ac.acusd.edu/History/text/diplo/panamatreaty.html
http://www.pananet.com/pancanal/pcc.htm
http://www.pancanal.com/ctransition/
http://www.american.edu/projects/mandala/TED/CANAL.htm
http://www.latinworld.com/countries/panama/

EDITOR'S NOTE:
Panama Canal
engineering

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 3, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:40... 03:25
Top Story ... 01:50... 05:15
India's eastern state of Orissa is devastated by a cyclone.

In the Headlines ... 02:35... 07:50
OSLO SUMMIT DEEMED A SUCCESS

YOUR DAILY DESK ... 01:45... 09:35
Business Desk ... 01:45... 11:20
One corporation sponsors a "decorate your cubicle" contest to motivate its workers.

WORLDVIEW ... 01:00... 12:20
Top of the World ... 03:30... 15:50
The high-tech industry still has investors coming to China.

Taking Care of Business ... 02:35... 18:25
France's 35-hour work week has had some positive economic effects.

Around the World ... 02:20... 20:45
In spite of massive debt, EuroDisney announces plans to expand.

NEWSROOM CHRONICLE ... 00:30... 21:15
Delta Handyman ... 05:15... 26:30
Dyslexic handyman, Wes Bobo, has a talent for fixing junk and turning it into art.

Look Ahead ... 00:55... 27:25
November 8: Native American School

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : India Cyclone

1. What is a cyclone? What is the difference between a cyclone and a hurricane? What type of destruction did the cyclone cause in India's eastern state of Orissa? How are local citizens responding to the crisis? Why does India have a low standard of living?

2. What type of assistance do you think India's cyclone victims will require? In your opinion, what kind of impact will overcrowding have on the crisis? Why do you think some of India's cyclone victims are rioting and looting? How should India's government respond to this situation?

3. Refer students to the last four websites below to learn about tropical storms and their impact on the environment. Have students identify the atmospheric condition that must be present for a cyclone to be born, and the aspect of a cyclone that poses the greatest threat. Next, instruct groups of students to compile a list of tropical storm facts and terms. Have groups share their information. Then, challenge groups to develop a creative way (such as a game, brochure or posters) to disseminate this information to their peers.

4. According to the Federal Emergency Management Agency (FEMA), "Learning the hurricane warning messages and planning ahead can reduce the chances of injury or major property damage." Refer students to the last four websites to learn how to prepare for and respond to a hurricane. Have students develop a multimedia presentation for their school community about the ways students can protect themselves and their community in the event of a hurricane. Direct students to consider whether or not these safety measures could be applied to protect India against future cyclones.

LINKS:
http://cnn.com/ASIANOW/south/9910/31/india.cyclone/index.html
http://webhead.com/WWWVL/India/
http://cnn.com/WEATHER/storm.center/index.html
http://www.fema.gov/hu98/hurinfo.htm
http://www.ema.gov.au/ema-sc.htm
http://www.atms.unca.edu/~farr/atcqrg.html
http://weather.unisys.com/hurricane/index.html

In the Headlines : In the Headlines

1. What was the goal of the Oslo summit? Was the summit successful? Explain. Who was Yitzhak Rabin? What was his role in the peace negotiations between Israel and Palestine? How has his death influenced these negotiations?

2. According to the video, if we let the peace between Israel and its neighboring countries slip away "we all bear the consequences." What is the meaning of this statement? Do you agree? Why/why not? Give examples to support your position.

3. Have students share what they know about the history of Israel. Next, divide your class into five groups. Have each group refer to the websites below to prepare a presentation about the history and current status of Israel's relationship with either Jordan, Egypt, Palestine, Syria, or Lebanon. After the presentations, have students create a timeline that depicts the significant events of the Middle East peace process. Ask students: What events might derail the peace process? Do you think peace can be achieved in the Middle East?

LINKS:
http://cnn.com/WORLD/meast/9911/02/mideast.summit.03/
http://cnn.com/WORLD/struggle_for_peace/
http://www.israel.org/mfa/go.asp?MFAH00ie0
http://menic.utexas.edu/menic/

http://www.israel.org/peace/index.html
http://www.pna.net/

EDITOR'S NOTE:
India
cyclone
Oslo summit
Yitzhak Rabin
Middle East

YOUR DAILY DESK

Business Desk : Wacky Cubes

1. What kind of contest did Homestore.com recently hold for its employees? What were the requirements of the entries? What was the grand prize? Describe some of the entries.

2. According to this company's human resource director, how does a contest like this create an environment designed to attract employees? Would this kind of work atmosphere attract you as a prospective employee? Why/why not? How did the investment banker react when he paid a visit to Homestore.com on contest day? How does his reaction demonstrate a "clash" of business cultures?

3. Review the definition of human resources management presented at the beginning of this segment. Then divide the class into small groups. Have each group interview someone in the human resources department of a local business to find out more about this field and its responsibilities. Share group findings in class discussion. What kind of training and education would a human resources professional need to have? Discuss how psychology, business management, law and other subjects are vital to the successful human resources professional.

4. With the current U.S. unemployment rate at about 4.2%, hiring competition is fierce. Companies are trying harder than ever to entice skilled workers to join their ranks. Enticements offered to prospective employees are often called "perks." Challenge your students to find examples of perks being offered by local companies, such as signing bonuses, "casual Fridays," work-at-home days, etc. Some software companies in Silicon Valley have allowed employees to bring their pets to work as a perk! Share student findings. Then divide the class into small groups and have each group devise a "perk package" designed to attract new employees. Have each group share its perks. Discuss the benefits and drawbacks of each package, from both employee and employer perspectives.

LINKS:
http://www.students.vcu.edu/ExploreCareers/CC/CCBShuman.html
http://www.shrm.org/
http://news.newspress.com/index/casual_friday.html

EDITOR'S NOTE:
workspace
cubicles
human resources director
laid-back environment

WORLDVIEW

Top of the World : China Tech Industry

1. How was China's first high-tech fair received? Where was the exhibition held? What distinction does Shenzhen share with three other Chinese cities? How is Shenzhen different from Shanghai? How does the economic data support the claim that Shenzhen is becoming a trendsetter for high-tech industry?

2. What are some of the international high-tech companies that have been attracted to Shenzhen? How have these companies fared in China? What advantages does Shenzhen offer international investors?

3. What obstacles do many international corporations face when they attempt to do business in China? Are there any signs that the Chinese government is attempting to remove these obstacles? Have students work in groups to learn more about international business in China and the government's efforts to attract international businesses. Share findings in class discussion. Have each student write an essay in response to the question: If you were an executive with an American high-tech company, would you encourage expansion into China?

LINKS:
http://www.wtdb.com/investment/park/indexp.htm
http://www.chinatoday.com/inv/qdhi-tech/
http://www.feer.com/9903_11/p50tech.html

Taking Care of Business : France 35-Hour Work Week

1. How has the 35-hour work week benefitted the French economy? Why do some believe that these benefits are temporary? When does the 35-hour work week become mandatory? What companies will have to comply?

2. Once the reduced work week becomes mandatory, what effects might it have on France's economy? How could this economic measure also carry political consequences? Which party stands to benefit if the new work week succeeds? Which party could return to power if it fails? Why?

3. The debate over the length of the standard work week continues around the world. Challenge students to search the Internet and other resources to learn more about the pros and cons of a reduced work week (less than 40 hours) and share their information. Direct each student to interview both a local businessowner/manager and an employee to find out how a reduced work week could impact them. Have students present their interviews. Generate a class discussion about the prospects for a 35-hour work week in the U.S.: Is it a good or a bad idea?

LINKS:
http://news2.thls.bbc.co.uk/low/english/world/europe/newsid_55000/55215.stm
http://www.oneworld.org/ips2/feb98/italy.html
http://www.iht.com/IHT/BJ/98/bj102098a.html
http://consciouschoice.com/issues/cc095/dump40hourweek.html

Around the World : EuroDisney

1. Why has EuroDisney been called "The Magic Mountain of Debt"? When is the company going to expand its Europe presence? What will be the focus of this new theme park? How does the Disney Company plan to finance this expansion?

2. Invite a businessperson whose company has recently opened another location to address the class on business expansion. Ask your speaker to explain what companies consider, both internally and externally, before making a decision on expansion, and what factors contributed to his/her company's decision to expand. Then, divide the class into groups, and have each group select any one corporation to research. Using the speaker's information and additional resources, have each group come up with a list of questions and issues its corporation should address before launching an expansion effort.

LINKS:
http://www.disneylandparis.com/smain.htm
http://companies.altavista.com/factsheet?id=6059430
http://www.dogsofthedow.com/research/dis.htm

EDITOR'S NOTE:
indigenous
left wing
conservative
Socialist government
infrastructure
restructuring
royalties
"in the black"

NEWSROOM CHRONICLE

Delta Handyman : Delta Handyman

1. Who is Wes Bobo? Where is he from? For what unique talent is Wes Bobo known? What is dyslexia? How has dyslexia affected Wes Bobo's life? According to the story, "one man's trash is another man's trove." What is the meaning of this statement? How has Wes Bobo benefited from this principle?

2. Dyslexia is a type of learning disability. Refer groups of students to the websites below to prepare a presentation about a type of learning disability. Following the group presentation, have students consider what it would be like to have a learning disability.

3. What are some of Wes Bobo's attributes? Wes Bobo is a good example of someone who, because of a personal obstacle, has developed a distinct talent that has enabled him to achieve success. Ask students: How can people benefit from adversity? Challenge students to write a biography about someone who, in spite of a personal obstacle, has led a productive life. Students should indicate how the obstacle influenced the individual's direction in life. Have students share their papers and discuss.

LINKS:
http://www.ldonline.org/
http://www.interdys.org/

EDITOR'S NOTE:
Mississippi
dyslexia

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 4, 1999

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DUE TO TECHNICAL DIFFICULTIES THERE IS NO CAPTIONING IN TODAY'S SHOW.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 01:45... 03:05
Top Story ... 02:05... 05:10
Russia attempts to regain sovereignty over Chechnya.

In the Headlines ... 01:30... 06:40
INDIA CYCLONE UPDATE

Top Story ... 02:45... 09:25
The results are in for U.S. local and state elections.

YOUR DAILY DESK ... 01:05... 10:30
Science Desk ... 02:35... 13:05
Remains of woolly mammoths are found in upstate New York.

WORLDVIEW ... 01:30... 14:35
Top of the World ... 04:00... 18:35
Angola's rural communities bear the brunt of the ongoing civil war.

Information Please ... 03:10... 21:45
Genetically-modified crops are a political hot potato in Great Britain.

Taking Care of Business ... 02:05... 23:50
Lower prices for goods on the Internet could ease inflation concerns in Europe.

Turner Website Information ... 00:35... 24:25

NEWSROOM CHRONICLE ... 00:35... 25:00
Our World ... 02:00... 27:00
Should character education be taught in schools?

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Chechnya

1. Where is Chechnya located? Why are thousands of Chechens fleeing Chechnya? Why have the Russians started another offensive in Chechnya? When and under what circumstances did Chechnya seek independence from the Soviet Union? When did the war between Chechnya and Russia occur? What was the outcome of the conflict?

2. Why is Chechnya important to Russia? Do you think there are ways, other than seizing control of Chechnya, for Russia to reassert itself as a world power? Explain.

3. How did the conflict in Kosovo affect relations between Russia and the U.S.? What are the similarities and differences between the situation in Chechnya and the Serbian crackdown in Kosovo? Do you think the U.S. and the international community should respond to the situation in Chechnya? Why/why not?

4. Have students consult multimedia resources, including the websites below, to create a timeline depicting the history of military conflict between Russia and Chechnya. Next, as a class, discuss what conditions were like for Chechens under Russian rule, and identify the benefits and drawbacks of Chechnya gaining its independence from Russia. According to the truce between Chechnya and Russia, the future status of Chechnya is on hold until 2001. Group students to debate whether or not Chechnya should remain an independent state.

LINKS:
http://www.cnn.com/SPECIALS/1998/09/crisis.russia/
http://cnn.com/WORLD/9705/12/chechnya/index.html
http://www.amina.com/
http://www.gov.ru/
http://www.russiatoday.com/

In the Headlines : In the Headlines

1. How has India's eastern state of Orissa been affected by the cyclone? What major problems are local citizens facing? How long will it take Orissa to recover? How has the Indian government responded to the crisis? Do you think the international community should intercede? If so, how?

LINKS:
http://cnn.com/ASIANOW/south/9910/31/india.cyclone/index.html
http://webhead.com/WWWVL/India/

Top Story : Democracy in America: Off-Year Elections

1. What are the responsibilities of a mayor and a governor? What are the differences between the Democratic and Republican Parties? In spite of the fact that there is no presidential race, why have political analysts been watching these local and state elections very closely? Which gubernatorial contests do you see as pivotal and why? What were the surprising results of these political races? Overall, was there a shift in the balance of power? Explain.

2. "The biggest story out of the variety of city and state races around the country was that Virginia voters gave total control of the state legislature to Republicans." Why is this outcome significant? Give examples to support your opinion.

3. According to the video, the mayoral race in Philadelphia was the most expensive in history. Campaign finance is a topic of concern for many voters. Refer students to the websites below to investigate one of the state or local races to determine to what extent money influenced the outcome of the race. Ask students: Why do you think these races cost so much money? Did money influence the outcome of the campaign? Would the outcome of the race have been different if laws were in place to limit campaign spending?

4. Refer to the video and websites below to make a list of the different ballot initiatives that were voted on during these elections. Next, direct groups of students to online resources to prepare a presentation about the background and the "pros" and "cons" of one of the initiatives. Have each group present its findings in the form of a candidate debate. After each debate, have students vote on the initiative and discuss their opinions.

LINKS:
http://cnn.com/ELECTION/2000/
http://cnn.com/ALLPOLITICS/stories/1999/11/03/election.analysis/

EDITOR'S NOTE:
Kremlin
territorial integrity
India
cyclone
redistricting
incumbent

YOUR DAILY DESK

Science Desk : Woolly Mammoth Find

1. What large animals are being excavated in upstate New York? What is the condition of the remains? How were these specimens preserved? About how old are the specimens? When did woolly mammoths disappear from the earth?

2. What is unusual about the way the bones were preserved? How did this occur? What are scientists hoping to find that will prove that these are woolly mammoths and not mastodons? Why do you think the scientific community and the general public are so fascinated with mammoths and mastodons? Eventually, what will happen to the bones? Do you think finds like this should go to private interests, or should there be required access for researchers?

3. There are many misconceptions about the woolly mammoth. Much information about the animal has been learned in the last five years that contradicts previous theories. Working in small groups, have students prepare 3 - 5 page illustrated books detailing facts about woolly mammoths. Each book should include, but not be limited to, the following components:
    1. Information about where and when woolly mammoths lived, including information about the find that proved there were still woolly mammoths in Siberia until about 3,500 years ago
    2. New theories about the origin of the woolly mammoth species and their relationship to modern elephants
    3. Information about recent woolly mammoth digs
    4. Physiological and anatomical facts about woolly mammoths, including its size, weight, type of teeth, and layers of fur
    5. Information about the impact of human interactions with woolly mammoths
    6. A colorful cover and title page
    7. At least one original illustration on each page of the book.

After the group presentations, have students link the information within their books back to the news story. Make sure students discuss why woolly mammoths remain a topic of public interest, and why the animals are newsworthy.

EXTENSION: Have groups present their books to younger students. Students should solicit feedback from teachers about how their students liked the books, and if the books were useful. If possible, arrange a visit to a classroom that used these books and organize a dialogue between the two classes about woolly mammoths.

LINKS:
http://www.uen.org/utahlink/lp_res/Centennial12AdaptationA.html
http://rbcm1.rbcm.gov.bc.ca/discover/ds24295/mammoth.html
http://www.museum.state.il.us/exhibits/larson/mammuthus.html
http://rbcm1.rbcm.gov.bc.ca/discover/ds24395/index_fs.html

EDITOR'S NOTE:
Ice Age
woolly mammoth
mastodon

WORLDVIEW

Top of the World : Angola: Two Faces of War

1. What two sides are fighting in Angola? Which side is represented by UNITA? What is happening in many of the rural towns and villages surrounded by UNITA forces? Describe the problems many rural citizens have encountered as a result of the fighting between rebel and government troops.

2. Contrast what is happening in the countryside to the images projected from Angola's capital, Luanda. What image of his country is President Eduardo Dos Santos trying to convey? Why do some observers feel that the ruling class is prospering at the expense of the rest of the country's people?

3. One relief worker has noted that the food crisis in Angola's countryside is so severe, that if relief shipments are cut off, "another Somalia" would result. Have students work in groups to learn more about the efforts to provide humanitarian aid for the people of Angola and any obstacles to this aid. Share group findings in class discussion. Discuss the political leverage either side gains by controlling the flow of aid into Angola. Should the international community intervene to ensure relief shipments make their way to those who need them? Can this be done? Discuss.

LINKS:
http://www.woza.co.za/forum2/sep99/angolapeace27.htm
http://www.angola.org/referenc/reports/usaid100899.html
http://www.go-global.com/warnings/Angola.html

Information Please : Genetic Crops

1. Why is Bob Fiddaman growing genetically-engineered crops? Why is the British government conducting these tests? How have British consumers responded to genetically-modified (GM) crops? How has their response affected the food business there?

2. How do companies that are developing GM seeds respond to rumors that they will soon abandon

this practice? Why do they continue to develop GM seeds in light of all the negative publicity? How have British scientists weighed in on this controversy? How is the GM testing affecting organic farmers? According to surveyors, how might GM grown crops impact land values in Great Britain?

3. List the different economic and political interests that are feeling the impact of GM crops, positive or negative, as cited in this segment. Can you think of any other political or economic repercussions of GM crops? Explain. How might GM farming become a charged political issue in Great Britain and other countries?

4. A spokesperson for Friends of the Earth claims that "there are no consumer benefits" resulting from GM crops. Ask students if they agree or disagree with this statement. Have them work in groups to conduct research to learn more about the process of genetically-modifying plants to produce desired results. What issues associated with this practice are cause for concern among consumers? Are there any benefits? Have each student use what he/she has learned to write an opinion paper in support of or against GM farming.

LINKS:
http://www.farmforprofit.com/PRels.html
http://www.sage-intl.org/issues.html
http://www.sage-intl.org/news.html
http://www.wcpa.org/html/near911a.htm
http://www.newscientist.com/nsplus/insight/gmworld/gmfood/develop.html

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Taking Care of Business : E-Commerce

1. How do the prices of items for sale on the Internet often compare to their prices in retail establishments? Why do you think this is so? What is inflation? How do declining prices affect inflation? Why are experts predicting that the Internet will help control inflation in Europe over the next few years?

2. How does Europe currently compare to the U.S. in terms of e-commerce? Why does European e-commerce lag behind? How could e-commerce eventually "level the playing field" for European consumers? Explain how the Web's impact on prices in Europe could eventually be greater than it has been in the U.S.

3. Send your students on an Internet scavenger hunt to find sites aimed at bringing e-business to Europe or designed to capture the attention of European consumers. After sampling these sites, ask: What benefits could expanding e-commerce into Europe have for U.S. businesses? What obstacles or challenges might the American businesses have to overcome first?

LINKS:
http://www.euromktg.com/eng/ed/art/rep-eur13.html
http://www.irish-trade.ie/news/GENERAL/PR1999-02-16-ECOMMERCE.HTML
http://emar.com/Welcome/wel_whyee.htm

EDITOR'S NOTE:
UNITA rebels
genetic engineering
genetically-modified
organic farmers
inflation
e-commerce
profit margins

NEWSROOM CHRONICLE

Our World : Character Education

1. What is character education? Why are some people against teaching morality in the schools? Why do you think presidential candidate George Bush proposed to dramatically increase federal spending on character education in schools? Do you think Mr. Bush's stance on character education will affect his campaign? Why/why not?

2. Discuss the differences between morals and values. Ask students: Why are morals and values important? How do people develop a sense of morality? Have students identify the different ways that morals and values are promoted by schools (i.e., through teaching, curriculum and administrative policies).

3. Divide your class into small groups. Direct each group to consider whether or not there are universally accepted moral standards about what is right and wrong. Have each group share its answer to the question, and give examples that illustrate its opinion. Following the presentations, discuss whether schools should teach morality. If so, what moral lessons should schools teach?

LINKS:
http://www.usoe.k12.ut.us/curr/char_ed/fedproj/hist/teaching.htm
http://www.character.org/

EDITOR'S NOTE:
character trait
morality
character education

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CNN NEWSROOM Guide

November 5, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:35... 03:10
Top Story ... 02:35... 05:45
Twenty years ago this week, Iranian students stormed the U.S. embassy in Tehran.

YOUR DAILY DESK ... 00:40... 06:25
Editor's Desk ... 02:10... 08:35
An elementary school teacher uses E-mail to teach geography.

WORLDVIEW ... 00:35... 09:10
Taking Care of Business ... 01:50... 11:00
British films are becoming increasingly successful.

Inside Asia ... 02:50... 13:50
Young teens study to become singing sensations in Thailand.

Fast Fact ... 02:30... 16:20
A new report says that nearly 1 in 10 U.S. residents was born abroad.

NEWSROOM CHRONICLE ... 01:15... 17:35
Student Bureau ... 09:45... 27:20
Though it is a cosmopolitan city, Hong Kong maintains its traditional beliefs.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Iran Hostage Anniversary

1. When did Iranian militants seize the U.S. embassy in Teheran? How many hostages were taken and for how long were they held captive? Who was the Shah of Iran? Why did U.S. support the Shah? What was life like for the citizens of Iran under the Shah's regime? Why did the Islamic militants seize the U.S. embassy? How did the siege impact diplomatic relations between the U.S. and Iran?

2. Refer students to multimedia resources, including the websites below, to learn more about the history and impact of the siege on the U.S. embassy and the hostage situation. Divide your class into four groups. Have each group prepare a presentation that addresses one of the following groups of questions:
   1. What are some of the main differences between Islamic and Western beliefs?
   2. Who was the Ayatollah Khomeini? What were the values and beliefs of the Islamic revolution? Why did the siege last so long? What political changes occurred in Iran as a result of the revolution?
   3. How did the U.S. respond to the hostage situation? How was the situation resolved? What impact did the hostage situation have on Jimmy Carter's presidency?
   4. How has the election of President Khatami impacted Iran, and relations between Irán and the U.S.? Why do you think the government of Iran now supports democratic and pluralistic principles?

EXTENSION: In the video, a senior European diplomat maintains that, "the U.S. remains an icon of the Islamic revolution." Have students discuss the meaning and implications of this statement. Then, divide your class into two groups to debate whether or not the U.S. and Iran will ever reconcile their diplomatic relations.

LINKS:
http://www.odci.gov/cia/publications/factbook/ir.html
http://www.irannet.com/
http://www.npr.org/ramfiles/me/19991103.me.05.ram
http://www.npr.org/ramfiles/me/19991104.me.06.ram
http://www.dawn.com/daily/19990219/int6.htm
http://www.irna.com/index.htm
http://www.cnn.com/WORLD/meast/9901/31/iran.20th/

EDITOR'S NOTE:
Iran
Islamic
sanctions
pluralism
democracy

YOUR DAILY DESK

Editor's Desk : E-mail Geography

1. What project has Robert Blevins' fifth grade class created to learn about world regions and countries? What has been the response? What have been some of the advantages and disadvantages of this project?

2. Do you think that this project creates a reasonable alternative to learning geography from a textbook? Explain. Do you think the E-mail project is good way to teach geography? Why/why not?

3. What innovative projects have you been involved with for school that have required the use of computers, the Internet, or other new technologies? How do you evaluate these projects in terms of learning and retaining information?

4. Challenge students to create their own unique teaching approach to a specific subject and topic using new technologies. Ask them to write out the subject, topic, goals, specifics of the project, and why this approach is an appropriate one for the topic and goals. If possible, give a copy of ideas to teachers of the subjects and have them evaluate them and consider using them.

LINKS:
http://www.ednet.ns.ca/educ/schoolpages/millcove/project.html
http://www.otan.dni.us/webfarm/emailproject/email.htm
http://www.journalism.wisc.edu/epub/thedges/rm135.html
http://www.esd113.wednet.edu/students.html

EDITOR'S NOTE:
E-mail
geography
technology
education

WORLDVIEW

Taking Care of Business : British Film Industry

1. What successful British feature films are noted in the news story? What has the country created to bring in more film business? How much money did the industry bring to the British economy last year? How has the film business boosted tourism?

2. Have you seen any British films? Did you enjoy them? Why/why not? How do these films compare to American made films? What is a "period piece"?

3. Direct students to learn about Alan Parker, the award-winning director appointed to head the British Film Council. After they find information about him, ask them to write an essay about why he is or is not a good choice to head the new British council.

LINKS:
http://us.imdb.com/M/person-exact?Alan+Parker
http://harrison.upf.es/formats/mem/m13at.htm
http://www.britfilms.com/britfilms99/welcome.html

Inside Asia : Thai Teen Camp

1. What are the young teens in the CNN NEWSROOM story studying? Why are they in summer school?

2. Would you like to attend this kind of summer school? Why or why not? Do you think that TV programs featuring young singers could pre-empt soap operas in your country? Explain.

3. How does the Thai interest in young performers compare to the American interest in young performers? How do you think that young musicians find their way to stardom in the U.S.?

4. Ask students to interview their parents or other adults about the musicians they enjoyed as teens. Were these performers their age, older, or younger? Who do they like to listen to now, and are these musicians younger, older, or the same age? Direct students to write an essay explaining why they think many people like to listen to music performed by people in their own age group. Help

students to understand how growing up with the same historical/cultural perspectives can bring people to share common musical interests.

LINKS:
http://www.geocities.com/Tokyo/Fuji/2233/indexe.html
http://bangkok.com/members/shantiya/

Fast Fact : Census Born Abroad

1. When did immigration hit its peak in the U.S.? At that time, what percent of U.S. residents were born outside the U.S.? From what countries did they come? How is this changing today?

2. What ethnic group appears to be growing fastest in terms of percent of the U.S. population? Which is the fastest-growing race? Explain how California is "the nation's demographic laboratory." What other factor is contributing to the declining numbers of Caucasians? Immigration scholar Harry Pachon says that this mix is a good thing for America. Do you agree or disagree with him? Explain.

3. Is your community changing demographically? If so, how, and how will this affect your local politics and economy? Introduce students to the study of demographics. Have them consult local officials and population resources to learn more about the demographics of their community and any changes that are taking place. Discuss student findings. Then challenge each student to assume the role of either a local businessowner or a local political leader, and write an essay discussing how these changes are likely to affect his/her livelihood in the near future.

LINKS:
http://www.census.gov/
http://www.census.gov/population/www/estimates/us_nativity.html
http://www.census.gov/main/www/subjects.html
http://www.jdproperty.com/demographics.htm
http://www.nrdc.org/bkgrd/poscore.html

EDITOR'S NOTE:
cottage industry
immigration
Census Bureau

NEWSROOM CHRONICLE

Student Bureau : Millennium Voyage: Hong Kong

1. What is the destination of the Universe Explorer? After pulling into the port of Hong Kong, where did the students go? How is the culture of Hong Kong unique? Why? What superstitious art forms are practiced in Hong Kong?

2. What is Feng Shui? Discuss how the philosophy of Feng Shui plays a role in business, government and daily life in Hong Kong. Do you think Feng Shui is a scientific discipline? Why/why not?

3. What is Qigong? Refer groups of students to the websites below to learn about Qigong and its use in treating serious ailments. What factors contribute to the differing philosophies underlying Chinese and Western medicine? Do you think Qigong should replace modern medicine? Why/why not?

4. What are the similarities and differences between the Chinese arts of Feng Shui, palm reading, Chinese astrology, and Qigong, and organized religion? Do you think these Chinese arts "go against the religions of the world"? Explain.

5. According to Chinese beliefs, what is the role of fate in a person's life? Do you believe in fate? Why/why not? Do other cultures have superstitious beliefs and practices? Give an example. In your opinion, why do people turn to superstitious practices?

6. Challenge student groups to investigate other cultural beliefs/practices that aim to improve one's lot in life. Have each group conduct research and interview a member of a cultural group to find out how these practices/beliefs originated and how they are implemented today. Have students present their findings to the class.

LINKS:
http://www.intel.com/hk/eng/hk1997/hear.htm
http://www.insidechina.com/culture/festival/newyear/newyear.php3
http://www.insidechina.com/culture/festival/newyear/astrolog.php3
http://www.qi-journal.com/TCM.html
http://www.acupuncture.com/Acup/Comparison.htm

EDITOR'S NOTE:
Hong Kong
Feng Shui
Qigong
Chinese astrology

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 8, 1999

Don't miss CNN NEWSROOM's one-hour Veterans Day Special. Set your VCR for 4:00-5:00 a.m. ET this Thursday.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 01:30... 02:50
Top Story ... 04:15... 07:05
A federal judge rules that Microsoft has too much control over the software market.

EgyptAir Memorial ... 01:05... 08:10
Families of victims of the crash gather to remember their loved ones.

YOUR DAILY DESK ... 00:35... 08:45
Environment Desk ... 02:05... 10:50
Environmentalists look to the endangered Indiana bat in their efforts to save a national forest.

WORLDVIEW ... 00:35... 11:25
Information Please ... 03:55... 15:20
Plagued by drought, Syria and Turkey dispute over strategic water reserves.

Inside Africa ... 03:35... 18:55
Overpopulation threatens the stability of Africa.

Wild Kingdom ... 01:35... 20:30
The Johannesburg Zoo will soon get a new lion enclosure.

NEWSROOM CHRONICLE ... 00:25... 20:55
Native American School ... 05:55... 26:50
A special school program passes Hualapai language and culture on to the tribe's young members.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Microsoft Monopoly

1. Summarize the judge's ruling in the case of U.S. v. Microsoft. What is a monopoly? What is

capitalism? Why do monopolies run counter to the capitalist economic system? What has the U.S. government done to prevent companies from having complete market power over a product?

2. What specifics did Judge Jackson cite in his ruling against Microsoft? How does this ruling "define the relevant market" in software? What message do you think the judge's ruling sends out to other companies?

3. How did Microsoft Chief Operating Officer Bill Gates respond to the court's decision? What does it mean when it is said that Microsoft is willing to "settle" this case? How do you think a settlement might affect the Microsoft corporation? How does this ruling open the floodgates for other civil lawsuits?

4. Microsoft says the key to a settlement in this case is "maintaining its freedom to innovate." What do you think this means? How might the corporation be deprived of its "freedom to innovate"? Why do you think Bill Gates made it a point to mention Microsoft's 30,000 employees in his comments? How could payment of a large settlement impact Microsoft's workforce? What other economic effects might such a settlement have?

5. What is the origin of antitrust law in the U.S.? When were the first antitrust laws passed, and under what circumstances? Have students work in groups to learn more about the Sherman Antitrust Act of 1890 and subsequent measures that gave the federal government legal ammunition in its war against monopolies. In class discussion, share group findings and compare the intent of and circumstances behind these legislative actions to what is happening to Microsoft today. If he were alive today, would Senator John Sherman of Ohio, author of the landmark law that bears his name, agree with Judge Jackson's ruling against Microsoft? Discuss.

6. As a class, review the basic tenets of economic capitalism. Ask students: Is the U.S. economy purely capitalistic? Does the U.S. government ever intervene in business, and if so, on whose behalf? Refer students back to antitrust laws as one example of government intervention in business. Lead a class brainstorming session to generate a list of other examples when government has a hand in regulating business. List these on the board. Which, if any, do students think are appropriate government actions in a free market economy? Discuss.

   EXTENSION: Do students agree or disagree with the decision in U.S. v. Microsoft? Have them work in small groups to research both sides of this case and share their findings. Challenge each student to use what he/she has learned to write a paper that expresses his/her views.

LINKS:
http://cnnfn.com/news/specials/antitrust/
http://www.seattletimes.com/news/technology/html98/micr_112598.html
http://www.winmag.com/people/melgan/monopoly/read17.htm
http://www.netaction.org/msoft/world/
http://www.antitrust.org/
http://1929.com/monopolies/

EDITOR'S NOTE:
monopoly
antitrust
Microsoft
Bill Gates
finding of fact

YOUR DAILY DESK

Environment Desk : Bats and Logging

1. Why has the timber industry's hub shifted from the western U.S. to the Southeast? What was discovered in a dead tree in the Nantahala National Forest? How has this discovery impacted logging in parts of the forest?

2. Compare the loggers' "jobs versus bats" position and Andrew George's "no logging on public lands" position. What is most and least compelling about both of their positions? Do you think this is a logger versus anti-logger controversy or a logger versus bat conservationists controversy? Explain.

3. To understand the dynamics of loggers versus environmentalists issues, have students conduct the following activity:
   - Working in small groups, have students research loggers versus environmentalists issues from 1985 to the present. Have them place special emphasis on the spotted owl and Indiana bat controversies.
   - As the groups conduct their research, each students should take his/her own notes . Have students convert their notes into two bulleted lists, one for the loggers' side and one for the environmentalists'.
   - With list in hand, have each student stand in one of three locations in the room: one for students siding with the loggers, one for students siding with the environmentalists, one for students that are undecided. Record how many students started the activity at each of the three locations.
   - Have students take turns stating their opinions on the Indiana bat controversy, using the other cases as supporting arguments.
   - After each opinion, students should have an opportunity to shift their locations if they so choose.
   - At the end of fifteen minutes, stop the activity and record how many students are at each of the three locations.

   Discuss the information shared during the activity and the shifts that took place. Referring to their research and the previous activity, discuss how students think the Indiana Bat controversy should be resolved.

LINKS:
http://www.dcnr.state.pa.us/wrcf/inbat.htm
http://www.fws.gov/r3pao/eco_serv/endangrd/news/ind_bat.html
http://www.mes.umn.edu/Documents/D/D/DD6517.html
http://www.sweet-home.or.us/forest/owl/index.html

EDITOR'S NOTE:
Indiana bat
Natahala National Forest
U.S. Forest Service
biodiversity

WORLDVIEW

Information Please : Syria Water Problems

1. Have students locate Syria and Turkey, and the Euphrates river on a map. What is a water table? Why are water tables in Syria dropping? Where is Syria's "strategic water supply" located? Why is this water supply controversial? How are water shortages affecting the Syrian people?

2. Refer students to the last two websites below to learn about how the drought will affect agricultural and livestock production, and the vulnerable sections of Turkey's and Syria's populations. Next, direct students to multimedia resources, including the first three websites below, to examine the history of Syrian-Turkish relations and the politics surrounding the water dispute. Ask students: Why is the water issue inciting conflict, rather than cooperation, between the two nations? Do you think the water situation could lead to war between Syria and Turkey? Explain.

3. Have students use the last four websites below to learn about the causes and effects of droughts, and how these issues are addressed by the international community. Ask students: Why are Syria and its neighboring countries experiencing a drought? Have students imagine that their region of the world is experiencing a drought. As a class, create a chart depicting the impact of the drought from both a macro and micro perspective. Instruct groups of students to select several of the identified problems and determine what could be done to combat these problems. Have groups share their findings and discuss.

LINKS:
http://cgi.pathfinder.com/time/daily/0,2960,15084,00.html
http://www.turkey.org/groupc/Water/CONTENTS.HTM
http://www.arabicnews.com/ansub/Daily/Day/970906/1997090602.html
http://enso.unl.edu/ndmc/
http://www.websites.noaa.gov/guide/sciences/atmo/drought.html
http://wwwnotes.reliefweb.int/files/rwdomino.nsf/SearchResults/2D0C23BA3085A495852567B0006469
http://www.cgiar.org/icarda/

Inside Africa : Africa Population

1. Why do many Africans have large families? Why is overpopulation a problem in many African countries? What is family planning? Why is the United Nations promoting family planning in Africa?

2. What is apartheid? How did South Africa's apartheid policies impact birth rates in South Africa? Why is the South African government emphasizing the education of women as part of its national development campaign? In your opinion, how might AIDS impact the stability and security of South Africa?

3. Do you think overpopulation in Africa is a national or global issue? Explain. What factors do you think people should consider when planning to have a family? Do you think governments should regulate family planning? Why/why not?

4. Generate a class discussion about the problems that accompany global overpopulation. First, ask students to consider the broader ramifications of the issue, such as "political," "social," "environmental," and "economic" possibilities. Write these categories on the board. Then have students meet in groups to discuss the potential problems of overpopulation in each category (for example, under "political" students might suggest that governments could be overthrown if citizens perceive they are not responding to food shortages, overcrowding, etc.) Have each group appoint a spokesperson to explain its ideas.

   EXTENSION: According to the U.N. Population Fund, "Increased recognition of the role of population within development has led nearly half of all developing countries to review their policies since 1994." Have students generate a list of developing countries. Refer small groups of students to the websites below to prepare a presentation about one of the developing countries. Students should determine how overpopulation has impeded the country's development, and how the country's government is dealing with these problems. Following the presentations, create a chart that depicts the different population problems and how these countries are addressing each problem. Compare and contrast the different approaches taken by these countries. Ask students: Why do you

think some countries adopt laws to address the issue of overpopulation? Which policies and legislative measures seem to be most effective?

LINKS:
http://www.unfpa.org/
http://www.unfpa.org/swp/1999/contents.htm
http://demography.anu.edu.au/VirtualLibrary/
http://www.mwc.edu/~geogrph/sa/aboutsa/population.html
http://www.unfoundation.org/issues/women/women.cfm

Wild Kingdom : South African Lions

1. Why is the Anglo Gold company building a lion enclosure at the Johannesburg Zoo? How much will it cost to build the enclosure? What are some of the unique characteristics of the enclosure? Do you think lions should be kept in zoos? Why/why not?

2. Refer students to multimedia resources, including the last two websites below, to learn about lions and their habitat, and the efforts being taken to preserve the species. Challenge groups of students to design games to teach their peers about lions and lion preservation. After groups have presented and played their games, have students evaluate the content and presentation of the activities: Which games were the best teaching tools? Which games were the most creative? Which games were the most fun to play? What did students learn from each game?

LINKS:
http://www.joburg.org.za/zoo.htm
http://www.wildnetafrica.com/
http://www.si.edu/organiza/museums/zoo/zooview/exhibits/greatcat/guide.htm
http://flms.ddouglas.k12.or.us/~y4afleming/

EDITOR'S NOTE:
water tables
desertification
irrigation canals
drought
apartheid policies
Syria
Turkey
South Africa

NEWSROOM CHRONICLE

Native American School : Native American School

1. What region of the United States is home to the Hualapai? What is the mescal agave? In what way was this plant used by the Hualapai? What does the modern demonstration of this use teach young members of the tribe?

2. Who founded the Hualapai program at the Peach Springs School? Describe the program's curriculum. Who is consulted for input on this curriculum? Why do you think their input is vital to the program? How does the school teach the Hualapai language? How does everyday life sometimes conflict with what the students are learning at school?

3. Explain how learning about their tribe's past is helping boost students' self-esteem. How do many of the students plan to give back to their tribe once they have finished school? What evidence suggests that their community could use their help? How might an appreciation for their tribal culture and heritage help these young people improve the lives of those in their community later?

4. According to the video, one of the program's goals is to teach students to balance their Hualapai heritage with mainstream society. Do you think this is a realistic goal? Why or why not? Are you aware of any cultures that appear to be losing their presence in the face of contemporary forces, especially among young people? If so, describe some of those cultures and efforts that are being made to preserve them. Do you think it is possible for a young person to retain his/her ethnic culture and still conform to a role in a modern society? Explain.

5. Describe the memorial pow-wow seen in the video. What is the purpose of this ceremony? Does your family have any ceremonies or rituals that honor its ancestors? If so, share them with the class and explain why they are significant to your family.

6. Modern students can learn many things from Native American culture, including its reverence for nature and its respect for elders. Group students, and challenge each to research one aspect of Native American culture that teaches something of value to today's students. Have each group develop and teach a brief lesson on that aspect of Native American culture. Discuss what can be learned by studying these cultures and how it might be possible to keep their positive "life lessons" alive for future generations.

LINKS:
http://www.canyonrecords.com/cr6280.htm
http://www.nscee.edu/unlv/Landscape/plant30.htm
http://www.wsu.edu:8080/~dee/NAANTH/NAANTH.HTM
http://www.verdevalleyschool.org/nativeamerican.htm

EDITOR'S NOTE:
Hualapai tribe
mescal agave

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 9, 1999

This Thursday CNN NEWSROOM presents a one-hour Veterans Day Special. Set your VCR for 4:00-5:00 a.m. ET.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 04:35... 07:40
Today marks the tenth anniversary of the collapse of the Berlin Wall.

YOUR DAILY DESK ... 00:30... 08:10
Health Desk ... 02:25... 10:35
Since the death of Ryan White in 1990, public awareness of AIDS has improved.

WORLDVIEW ... 00:30... 11:05
Political Front ... 02:35... 13:40
Germans debate what to do with Hitler's bunker.

Inside Europe ... 03:10... 16:50
Germany struggles to recover from its economic difficulties.

FYI: Asia AIDS Vaccine ... 02:15... 19:05
A new AIDS vaccine is being tested in Asia.

Culture Watch ... 02:10... 21:15
A group of seniors uses synchronized swimming to stay active and fit.

Turner Website Information ... 00:50... 22:05
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:40... 22:45
Democracy in America: Internet Voting ... 03:05... 25:50
The Internet Revolution could soon reach the voting booth.

Our World ... 01:55... 27:45
Recent high school graduate Marshall Campbell has been elected to his local school board.

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : After the Wall

1. What happened in Berlin ten years ago today? How was the event commemorated yesterday? Which former world leaders were in attendance?

2. When and under what circumstances was Germany divided in this century? How did each new country develop politically and economically as a result? How was the city of Berlin affected by the division? What role did the Wall play in the struggle between communism and the free world?

3. How did East German authorities react to the flood of citizens who crossed into the West each day? What did these authorities do in August of 1961 to try to prevent that flood? What "cracks" began to appear in the Wall in the 1980s? What leaders played a role in the Wall's demise? Describe the atmosphere when the Wall came down.

4. When did the reunification of Germany take place? How has the former East Germany fared since reunification? How has East Germany's economic state had an impact on its politics?

5. What was the Cold War? Generate a class discussion about the Cold War, when it took place, and what nations were aligned in this conflict. Then have students work in groups to conduct research to learn more about the Berlin Wall and its place in the Cold War. Share group findings in class discussion. How was the Wall both a physical barrier and a psychological symbol? How do students think the Wall is perceived today among those who live in the New World Order?

6. In 1963, U.S. President John Kennedy said, "There are some who say that communism is the wave of the future. Let them come to Berlin." Read this quote to students and ask them to interpret what the President was saying. Next, have students research the history of East Germany under communism. What was life like behind the Iron Curtain? Refer back to the video and to the comment of one East Berliner who says of the Wall, "If I had my way, I'd put it back." What current conditions in the former East Germany are prompting this sentiment among some? Do students think that communism could return to parts of Eastern Europe in the future? Why or why not?

LINKS:
http://www.andreas.com/berlin.html
http://members.aol.com/johball/berlinwl.htm
http://www.nara.gov/exhall/originals/kennedy.html
http://www.appropriatesoftware.com/BerlinWall/welcome.html
http://www.dailysoft.com/east-berlin/home.htm

EDITOR'S NOTE:
Potsdamer Platz
Walter Ulbricht
Cold War
Mikhail Gorbachev
Eric Honecker
Berlin Wall
communism
capitalism

YOUR DAILY DESK

Health Desk : Ryan White

1. Who was Ryan White? How did he increase public awareness about AIDS? What is AIDS? What is the difference between HIV and AIDS? How have attitudes about AIDS changed since 1984? Why do you think these changes have taken place?

2. Are you afraid of AIDS? Why/why not? Do you know someone who is HIV positive or who has AIDS? If so, how has this person's illness affected your relationship? What do you think it would be like to be HIV positive?

3. "AIDS was first conclusively identified in the U.S. in 1981, when 189 cases were reported to the Centers for Disease Control. Within a decade the disease had spread to virtually all populated areas of the world." Refer students to the websites below to learn more about the origin and history of the AIDS epidemic. Have students interview a person over the age of 35 to learn how he/she first reacted to the news of AIDS and how AIDS has influenced his/her generation. As students share their findings, make a list of the psychological and sociological effects of AIDS.

4. Group students and challenge each group to explore one aspect of the AIDS epidemic. Have each group choose one of the following questions to research:
    1. What is HIV, how is it contracted, and how does it affect the human body?
    2. What new treatments are helping individuals with full-blown AIDS to live longer, healthier lives?
    3. What organizations are helping to create an awareness of AIDS and to raise money for research? How do they go about these tasks?
    4. What does the future hold for the treatment and possible cure of AIDS?

    Hold an "AIDS Awareness Day" in your class and have each group make a formal multimedia presentation of its findings.

LINKS:
http://www.nih.gov/od/oar/
http://www.unaids.org/wsite/00_core_frame.html
http://www.mayohealth.org/mayo/9511/htm/aidsup1.htm
http://www.aidsinfosource.com
http://www.pedaids.org/

EDITOR'S NOTE:
Ryan White
AIDS
HIV
immune

WORLDVIEW

Political Front : Hitler's Bunker

1. Who was Adolf Hitler? Why is his bunker symbolically significant? How do some Germans feel about Hitler's bunker? How have officials dealt with other former Nazi sites?

2. Why do you think Germans are divided about the future of the bunker? Why might neo-Nazis use Hitler's bunker as a shrine? Do you agree with the German government's decision to turn Joseph Goebbels' bunker into a Holocaust monument? Why/why not? Do you agree with the German government's decision to allow the foundation of the Gestapo headquarters to be part of the

"Topography of Terror" exhibit? Explain.

3. Have students use the websites below and print resources to learn more about Nazi Germany, Adolf Hitler and the Holocaust. After they have completed their research, ask students what they think should be done with the bunker. Then have groups of students debate whether Hitler's bunker should remain buried, be destroyed or excavated as part of an archeological dig.

LINKS:
http://holocaust.about.com/education/history/holocaust/msub29.htm
http://www.ushmm.org/index.html
http://www.seattletimes.com/news/nation-world/html98/altholo_012798.html
http://www.xs4all.nl/~odu/bunker.html

Inside Europe : Germany's Struggling Economy

1. When was Germany reunified? What is the state of Germany's ecomnomy? How did the fall of communism impact the German economy? Why have German officials been unable to attract investors to replace the communist regime's factories? What is privatization? How has privatization affected Germany's economy?

2. German Chancellor Gerhard Schroeder has proposed a $16 billion austerity package, which slashes federal spending and cuts taxes. Mr. Schroeder hopes the package will stimulate the economy and cut Germany's 20% unemployment rate. Refer students to the websites below to learn more about the proposal and how the government and labor unions are responding to the proposal. If you were a German citizen, would you support this proposal? Why/why not?

   EXTENSION: What concerns were raised in the story regarding the potential consequences of Germany's mass unemployment? Review with students other times in history when nations were affected by mass unemployment, and how these nations resolved their situations. Have students consider whether or not these resolutions would benefit Germany's present situation.

LINKS:
http://www.iusb.edu/~jkoselak/e325/e325b.html
http://cnn.com/WORLD/europe/9906/23/germany.reforms/
http://cnn.com/WORLD/europe/9910/29/schroeder.01/
http://cnn.com/WORLD/europe/9911/08/wall.cold.war.ap/
http://www.bundesregierung.de/english/01/newsf.html
http://www.fas.org/man/crs/91-018.htm

FYI: Asia AIDS Vaccine : FYI: Asia AIDS Vaccine

1. What is Aidsvax? What is the mission of the International AIDS Vaccine Initiative? Why is the development of an AIDS vaccine so important? Why are some people skeptical about the Aidsvax clinical trials? Where in the world does it appear that AIDS is out of control? In what region are most new infections occurring?

2. Has the existence of AIDS impacted your life? Explain. How do you think AIDS might impact your life when you are an adult? What are the benefits of having an AIDS vaccine? Are there any possible drawbacks to an AIDS vaccine?

3. Ask students: What is a vaccine? Inform students that according to experts, "More than 20 vaccines devised to cure viral infections in humans exist, but the development of an HIV vaccine has proved problematic on numerous fronts." Refer students to the websites below to learn more about the obstacles to developing an AIDS vaccine. Have students present their findings. Then, divide the class into groups. Instruct each group of students to select one of the following groups: Activists,

scientists, government officials, or corporate leaders. Have the group research its professional group's role in the quest to develop an AIDS vaccine. Direct students to conduct a summit to discuss how industry, researchers and governments might pool their resources to promote the speedy development of an AIDS vaccine.

LINKS:
http://hivinsite.ucsf.edu/ads/9711/97111310.html
http://www.infoweb.org/vaccines/index.html
http://www.avac.org/
http://www.pta.org/events/wad.htm
http://www.webring.org/cgi-bin/webring?ring=hiv;list
http://www.drgreene.com/infectious_diseases.html

Culture Watch : Aquadettes

1. Who are the Aquadettes? How long have the Aquadettes been performing? What health benefits are associated with synchronized swimming? The video states that the Aquadettes lend credence to the phrase, "You're only as young as you feel." What does this statement mean?

2. According to health experts, "the average person is born with a set of genes that would allow them to live to 85 years of age and maybe longer. People who take appropriate preventive steps may add as many as 10 quality years to that." Refer students to multimedia resources, including the websites below, to learn more about the health issues of the elderly, and ways to obtain a long and healthy life. Then, have students interview elderly individuals to learn how aging has impacted their lifestyle. Have students share their reports and note any recurring physical and psychological health issues. Ask students: What, if anything, could be done to prevent these health problems from occurring? What could these individuals do to enhance the quality of their lives?

LINKS:
http://www.aarp.org/
http://www.aarp.org/healthguide/home.html

EDITOR'S NOTE:
bunker
unification
neo-Nazi
topography
Third Reich
mutation
Aquadettes
backstroke

NEWSROOM CHRONICLE

Democracy in America: Internet Voting : Democracy in America: Internet Voting

1. What evidence is there to support the claim that Internet voting could soon become reality? What states are exploring the possibility of online voting? How might Internet voting impact the youth vote? Why? What benefits could Internet voting offer the political process in the U.S.?

2. Why are some opposed to Internet voting? Some critics worry that online voting would "destroy an important civic ritual." What does this mean? What "communal act" takes place on Election Day?

Do you think it is important that people actually take the time to physically go to the polls to vote? State your rationale. How might the elimination of this ritual affect the outcome of an election?

3. Remind students that one of the arguments against online voting focuses on the demographics of Internet use. Discuss the meaning of the term "demographics" and challenge students to conduct research on the demographics of the Internet. Share student findings. What does the data tell us about who uses the Internet most? If Internet voting were implemented in time for the 2000 Elections, which candidates might benefit, based on this data? Do students think this demographic tilt will impact the political process longterm if Internet voting becomes reality? Discuss.

LINKS:
http://www.ohio.net/~mhs/civics/voting/index.html
http://www.commerce.net/news/press/ann061699.html
http://www.wilsonweb.com/webmarket/demograf.htm
http://election.dos.state.fl.us/whatsnew/netvotpr.htm
http://www.govnetworks.com/internet.htm

Our World : 18-Year-Old Elected

1. Who is Marshall Campbell? To what office was he recently elected? What assets helped him to win that election? What is said to be Marshall's best quality in his new position? Why?

2. How old does one have to be in order to hold local office in your community? Have students consult local or state government officials to learn what the age requirements are for some local offices. Share student findings with the class. Next have students consult their texts or the Internet to find out how old one must be in order to hold national office, such as that of a congressional representative, a senator, or president. Share student findings and discuss why these age requirements are different from the local requirements.

3. Generate a class discussion about the level of interest in politics among your students. What would it take to get them more interested in the political process? Have them search some of the political websites below and other resources to learn more about the parties and issues that interest young voters. Then challenge each student to research, write and deliver a brief speech announcing his/her candidacy for a local office. Follow up with a discussion of the impact of youth in the political arena: Do students think that young adults can be effective political leaders?

LINKS:
http://college.reformparty.org/
http://www.youngrepublicans.com/
http://www.democrats.org/yda/
http://www.gwu.edu/~pvf/index.html
http://www.alternet.org/PublicArchive/Halstead917.html

EDITOR'S NOTE:
absentee ballots
mock elections
school board
primary election

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 10, 1999

Please remember to set your VCR for 4:00-5:00 a.m. ET tomorrow so you won't miss the one-hour CNN NEWSROOM Veterans Day Special.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40... 02:10
Top Story ... 02:10... 04:20
Berliners and former leaders observe the tenth anniversary of the fall of the Wall.

At Issue: Student Activity Fees ... 02:40... 07:00
The Supreme Court will hear a case involving student activity fees and First Amendment rights.

YOUR DAILY DESK ... 00:25... 07:25
Business Desk ... 02:00... 09:25
Ads infiltrate public space, cyberspace and now---outer space.

Business Desk Extra: GM Y2K ... 02:35... 12:00
Auto giant General Motors prepares for Y2K.

WORLDVIEW ... 00:30... 12:30
Taking Care of Business ... 02:45... 15:15
The depletion of fish stocks jeopardizes the fishing industry.

Around the World ... 02:30... 17:45
The Reebok company releases a critical study of working conditions at two of its Indonesian factories.

Inside Asia ... 03:40... 21:25
Controversy surrounds a program that trains Indonesian cadets in the U.S.

Wild Kingdom ... 01:35... 23:00
South Koreans have their photos taken with animals to raise money for a zoo.

NEWSROOM CHRONICLE ... 00:30... 23:30
Little Rock Nine ... 01:45... 25:15
The "Little Rock Nine" are honored in Washington.

Artistry in Action: Chicago Cows ... 01:45... 27:00
These bovines are a "cash cow" for Chicago charities.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : After the Wall

1. What was the Berlin Wall? When did the Berlin Wall fall? How did German citizens mark the tenth anniversary of this event? What three former world leaders were on hand for this commemoration? According to former U.S. President George Bush, how might the events of a decade ago have turned out differently? According to Mr. Bush, what was responsible for the peaceful fall of the Wall?

2. When did Germany's reunification occur? How has reunification been a two-sided coin for East Germans? What was the Cold War? How did the collapse of the Berlin Wall signal the end of the Cold War?

3. In an article published in 1962, TIME magazine refers to the Berlin Wall as the "Wall of Shame." Direct students to this article online, the third website below, to read about the victims of the Wall and the U.S. response. After they have read the article, ask students why they think the writer calls the wall the "Wall of Shame." How was this label tied to the American response to the Wall and to the human rights crisis that it created? Why do students think the U.S. soldiers at the Wall stood by helplessly as East German troops shot those who tried to cross it? Have each student write a brief paper in response to these questions: How might history have been different if the U.S. had reacted aggressively to the Berlin Wall? Should it have? Why/why not?

   EXTENSION: Compare the U.S. government's restraint at the Berlin Wall to that of former Soviet leader Mikhail Gorbachev when the Wall came down. Discuss how Mr. Gorbachev could have reacted and possible reasons why he did not try to keep the Soviet bloc intact.

LINKS:
http://cnn.com/WORLD/europe/9911/09/wall.anniversary.03/
http://cnn.com/SPECIALS/cold.war/episodes/09/
http://cnn.com/SPECIALS/cold.war/episodes/09/1st.draft/

At Issue: Student Activity Fees : At Issue: Student Activity Fees

1. What are student activity fees? Why are some current and former students at the University of Wisconsin challenging the constitutionality of these fees? How much does this university collect in student fees each year? What are some of the organizations that receive portions of this money?

2. How have the Supreme Court justices responded to the question of choosing which campus groups should get student funds? How have lower courts ruled in this case? What is the University of Wisconsin's response to this issue? What could happen if the University loses this case?

3. How do public universities in your state allocate their student activity fees? Divide the class into groups, and have each group contact one university or college to find out. Have each group share its findings. Poll students in your class to see if all agree with each allocation. Ask students if they think college students should have to pay for activities they do not support. Do student activity fees promote or inhibit First Amendment rights to free speech and free association? How do students think the High Court will decide? Discuss.

LINKS:
http://www.kentlaw.edu/7circuit/1998/aug/97-3510a.html
http://www-tech.mit.edu/V112/N13/hogg.13o.html

http://www.sagamore.iupui.edu/pasteds/2_24_97/23-usa.html

EDITOR'S NOTE:
Berlin Wall
Helmut Kohl
George Bush
Mikhail Gorbachev
student activity fees
First Amendment
liberalism
freedom of association

YOUR DAILY DESK

Business Desk : Advertising Takes Off

1. What are some ways that companies have put their names in front of the public? How does Pizza Hut's approach take advertising to a new level? Explain how carOrder.com wants to make its advertising mark. What do you think of each of these marketing ideas? Explain.

2. In the video one advertising executive expresses the view that nothing is sacred to marketers anymore. What does this mean? Why do corporations have to go to such great lengths to make their products/names/logos known? In your opinion, how far is too far? In other words, are there any boundaries to what is acceptable for the purposes of marketing? State your rationale.

3. How do businesses promote themselves? What do corporations do to get into the mind of the consumer?
    1. Ask students: What products, company names and logos can you most easily recall? Have students label three columns on a sheet of paper with each of these categories.
    2. Give students 3-5 minutes to list all the products, company names and logos that easily come to mind.
    3. Then ask each student to share the top five entries in each category. Note any similarities.
    4. Discuss what marketing techniques the most recognizable companies have used to make their names, products and logos famous.
    5. Next, divide the class into groups.
    6. Have each group pick one of the most listed entries (company name, product or logo) and create a new competitor for that entry.
    7. Challenge each group to devise a powerful marketing strategy that would get its company name, product or logo attention over its famous competitor.
    8. Have groups share their ideas.

    Conclude by comparing what student groups have created to what Pizza Hut is doing to market its logo in this video. Do students think the Pizza Hut rocket idea is smart business? Why/why not?

4. What is an advertising gimmick? Challenge students to search print, radio and television ads for examples of advertising gimmicks, and share them with the class. Some of the Internet sites below also discuss some good examples. Do advertising gimmicks work? Discuss which gimmicks are most effective, and why.

LINKS:
http://www.arentfox.com/hyper-out/adv/0113.html
http://www.daily.iastate.edu/volumes/fall98/Nov-13-1998/op2.html
http://www.wright.edu/~tdung/hong-kong-marketing.htm
http://www.naplesnews.com/today/business/d280930a.htm

Business Desk Extra: GM Y2K : Business Desk Extra: GM Y2K

1. How could Y2K affect General Motors if the corporation is not ready? What has the company done to make sure the Millennium Bug does not cause a corporate disaster? Where is GM's global command center for Y2K? How will GM be able to assess the impact of Y2K on its other business sites?

2. Is Y2K expected to affect GM automobiles? Explain. According to GM, what is the worst case Y2K scenario for the company?

3. To visualize the potential impact of Y2K on this corporate giant, have students work in groups to create diagrams or flow charts that illustrate how the Millennium Bug could affect different aspects of the company. Groups will want to consider, for example, how Y2K could impact production, payroll, parts and supplies, etc. Share group diagrams. Then challenge students to consider the bigger picture: What industries and interests closely tied to auto manufacturing could also be affected by a Y2K problem at GM? Have groups expand their diagrams to include the potential impact on outside interests.

LINKS:
http://www.gm.com/
http://www.freedom.gov/y2k/

EDITOR'S NOTE:
infiltrated
logo
Madison Avenue
Y2K
gross domestic product (GDP)
global command center

WORLDVIEW

Taking Care of Business : World Fishermen

1. Why are many fish stocks in peril? What are the chief causes of overfishing? Why are big industrial fleets, small boat owners and small-scale fishers in conflict?

2. Do you think it is important that governments regulate the fishing industry? Explain. What are the benefits and drawbacks of these government regulations? How do you think the depletion of a fish stock impacts the fishing industry and the consumer?

3. Divide your class into four groups. Have each group represent one of the following groups: Fishermen, government regulators, conservationists or scientists. Next, refer groups to the websites below to research the overfishing issue. Then, facilitate a panel discussion in which these groups voice their perspectives on the current problems facing our seas and fish populations. As a class, identify possible solutions to the problems associated with overfishing.

LINKS:
http://www.enn.com/yoto/multimedia/index.asp
http://cnn.com/TECH/science/9807/10/fisheries.yoto/
http://www.edf.org/pubs/AnnualReport/1998/f_ocean.html

http://www.edf.org/pubs/Reports/yoto/fisheries.html
http://www.nmfs.gov/
http://www.iucn.org/themes/marine/fish.html

Around the World : Reebok Factory Study

1. What products does the Reebok company manufacture? What was the purpose of the Reebok study? What type of workplace problems were detailed in the report? How is Reebok planning to use this information?

2. Why do you think Reebok uses independently owned and operated factories in Indonesia to produce its products? What are the benefits and drawbacks of Reebok manufacturing its products in Indonesia? Do you think this study will impact the stability of the Reebok company? Explain.

3. International labor laws have been recognized by the United Nations, in its Universal Declaration of Human Rights, and by the International Labor Organization in its labor standards. Have students consider why international labor laws are important. Refer students to the websites below to learn more about labor rights issues in the U.S. and in other countries. Have small groups of students investigate how internationally recognized labor rights are being violated in these countries. After groups have shared their findings, discuss the reasons why labor laws are often ignored in some countries.

LINKS:
http://www.reebok.com
http://www.reebok.com/humanrights/
http://www.laborrights.org/
http://www.laborrights.org/j-links/index.html
http://www.un.org/Overview/rights.html

Inside Asia : Indonesian Trainees

1. Where is Norwich University located? What is ROTC? How many Indonesians participate in the Norwich University ROTC program? How does the university benefit from the presence of the Indonesian cadets? Why is their presence at Norwich University controversial?

2. Refer students to the websites below to learn more about the recent history of the relationship between the U.S. and Indonesia. Ask students to identify the status of East Timor and the nature of the human rights violations occurring in this province. Do you agree with the U.S. government's decision to break off relations with Indonesia? Why/why not?

3. Direct students to the second website below to identify the objectives of Norwich University's ROTC program. In the story, Rear Admiral Richard Schneider asserts that ROTC can "change the lives of communities and nations." Have students explain the meaning of this statement. Refer students to online resources to identify the differences between the U.S. and Indonesian militaries. Ask students: What are the benefits and drawbacks of having Indonesians participate in the Norwich University ROTC program? Instruct students to consider this question from the perspectives of the U.S., Indonesia and the international community. Then, have each student write a position paper about whether or not he/she thinks the Indonesian cadets should be allowed to stay in the ROTC program.

LINKS:
http://cnn.com/WORLD/asiapcf/9805/15/indonesia.military/
http://www.norwich.edu/rotc/
http://www.indocenter.co.id/
http://www.asiannet.com/indonesia/

http://cnn.com/ASIANOW/time/magazine/99/1025/indonesia.html

Wild Kingdom : South Korea Zoo

1. Why were patrons of the Everland Zoo having their photos taken with the animals? What type of animals are at the zoo?

2. Do you think this fundraising event was a good idea? Why/why not? Have you ever participated in a fundraiser? If so, describe the event. How did you feel about participating in the event? Was the fundraiser successful? Explain.

3. Have students generate a list of schools and charity organizations within your community that need financial help. Divide the class into groups. Challenge each group of students to plan an event to raise money for one of these organizations. Instruct each group to prepare a proposal identifying the goals and objectives of the event and a plan for implementing the event. Invite administrators from these organizations to your class. Have groups present their proposals and solicit feedback from the administrators. If possible, as a class, implement one of the fundraising events.

LINKS:
http://www.fundraisers-guide.com/
http://www.sayno.com/hotideas.html

EDITOR'S NOTE:
trawlers
fisheries
labor laws
liger
Indonesian
human rights
ROTC

NEWSROOM CHRONICLE

Little Rock Nine : Little Rock Nine

1. How did a Supreme Court decision of 1954 change the social fabric of the U.S.? What is segregation? Why did the High Court declare segregation illegal? In what constitutional amendment can the "equal protection" clause be found? How did the Little Rock Nine bring the guarantee of that amendment to life? How were these individuals honored yesterday?

2. Describe what happened at Central High School in Little Rock, Arkansas, on September 4, 1957. Why did Arkansas' governor call out troops from his state's National Guard? How long did the situation continue? How was it resolved? What does one of the African-American students remember about the experience? Do you think you might have felt the same way in that position? Why/why not?

3. Assist students in conducting research to learn more about the events and feelings surrounding what happened at Central High School in September 1957. Share student findings. Point out that the struggle for civil rights continues for many throughout the U.S. and the world. Have each student assume the role of one of the Little Rock Nine students, now an adult. Acting as this individual, have each student write a letter to those fighting for a civil rights cause. In the letter, have the student offer his/her perspective on lessons to be learned from Little Rock and what can be done to

promote equality for all people.

LINKS:
http://www.centralhigh57.org/
http://www.centralhigh57.org/the_tiger.htm
http://www.watson.org/~lisa/blackhistory/

Artistry in Action: Chicago Cows : Artistry in Action: Chicago Cows

1. How many cows are in the "Cows on Parade" herd? Of what are they constructed? Who decorated the cows? Who came up with this idea? What is the purpose of "Cows on Parade"? How did the exhibition benefit the city and charity?

2. Why is the cow an appropriate subject for Chicago art? If students are unfamiliar with the story of Mrs. O'Leary's cow and the Chicago fire, help them find resources to learn more about it. Point out also the importance of Chicago's stockyards and meat-packing industry. Then challenge your students to put local folklore and history to use to come up with ideas for a similar art and charity show in your community. Have each student illustrate his/her idea and provide a brief rationale for choosing this subject.

LINKS:
http://www.cowsonparade.net/faqs/faq.html

EDITOR'S NOTE:
segregationist
Orval Faubus
Little Rock Nine
Brown v. Board of Education
14th Amendment
sponsor
auction
charity

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 11, 1999

Today's telecast of CNN NEWSROOM has been preempted for our one-hour Veterans Day Special. CNN NEWSROOM will return in its regular timeslot tomorrow, so don't forget to reset your VCR!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

Vietnam: Echoes From The Wall ... 60:00... 60:00
Today's program focuses on the issues surrounding the Vietnam War. The following questions and activities may help guide your students in their understanding of this event and its significance in U.S. history.

---------- CNN NEWSROOM STORIES ----------

Vietnam: Echoes From The Wall : Vietnam: Echoes From The Wall

1. ***Background and history of the Vietnam War.*** Use student texts to guide a discussion of the events leading up to and U.S. involvement in Vietnam. The following questions may help guide your discussion: When and why did France occupy Vietnam? What was the purpose and outcome of the French Indochina War? Why was the battle at Dien Bien Phu historically significant? When and under what circumstances did Vietnam officially become a divided nation; with a dommunist North and a non-communist South? Who was Ho Chi Minh and what were his political objectives? When and why did the U.S. become involved in the Vietnam War? What was the political climate in the U.S. during the 1950's? Why were many Americans fearful of communism? What is the domino theory? How did the domino theory influence U.S. military policy in Vietnam?

2. Have each student research and create a timeline that depicts the escalation of the U.S. involvement in Vietnam from 1950, when the U.S. began providing economic and military assistance, to 1965, when the U.S. began sending troops to Vietnam. Then, divide the class into groups. Have each group of students prepare a presentation about one of the following factors that influenced the escalation of the Vietnam War:
    1. The Geneva Conference of 1954
    2. The history of American economic and military assistance to South Vietnam
    3. Ngo Dinh Diem's regime and how political, regional and religious differences contributed to the instability of South Vietnam
    4. North Vietnam's use of guerrilla warfare and the 1964 Gulf of Tonkin incident.

    Following the group presentations, ask students: Was America's presence in Vietnam necessary? Why/why not? Did the presence of the U.S. escalate the war? Explain. Could escalation of the war have been prevented? Why/why not?

3. ***The War at Home.*** What type of sociological and political changes occurred in America between 1950 and 1970? Why were the American people divided about the Vietnam War? What was the draft lottery and why was it instituted? What are the "pros" and "cons" of a draft? How has the requirement for U.S. military service changed since the Vietnam War? Do you think the U.S. should continue to have mandatory draft registration? Why/why not?

4. The Vietnam War era produced unprecedented numbers of war resisters. During WWI and WWII the reasons for resisting war were mostly religious; however, the reasons given by men resisting the draft during Vietnam included not only religious beliefs but ethical considerations as well. What ethical issues are involved in a country fighting a war that is not its own? What is a conscientious objector? Do you agree with the conscientious objector policy? Why/why not? Between 1967 and 1973, more than a dozen anti-war protests took place in Washington. Why was the 1967 "Vietnam Moratorium" demonstration significant? How did President Nixon respond to the anti-war demonstrations? What is the meaning and origin of the phrase "silent majority"? Have each student write a position paper about whether or not the president or any responsible elected official should let public demonstrations influence his/her decisions.

5. ***Those Who Served.*** In spite of the domestic turmoil over the war in the U.S., many young men and women accepted the call to serve in Vietnam. This war was unlike any other Americans had experienced. By 1973, the United States had lost over 58,000 of its young sons and daughters in Vietnam. They had made the supreme sacrifice. Invite a local veteran of the Vietnam War to address your class. Ask the speaker to relate some of the experience, appropriate to the age of your students. Ask the guest to explain how he/she felt about the war during his/her tour of duty, and whether that opinion changed at any time during or after the war. Finally, have your speaker discuss how he/she and other veterans were received back home once the war was over.

   The first U.S. President and Commander-in-Chief George Washington is reported to have said, "The willingness with which our young people are likely to serve in any war, no matter how justified, shall be directly proportional to how they perceive veterans of earlier wars were treated and appreciated by their nation." Read this quote to students and ask them to conduct research to learn more about what Vietnam veterans faced at home when the war was over. Based on this experience, would the young people in class be inclined "to serve in any war, no matter how justified"? How do students think veterans of wars should be treated, regardless of the war's justification? Discuss.

6. For what do the initials POW and MIA stand? Explain that throughout the Vietnam War, many Americans were taken prisoner by the Vietcong or declared Missing In Action. Many young Americans back home wore bracelets bearing the names of these individuals and their dates of capture, as reminders to the rest of the nation not to forget them. Assist students in conducting research to learn more about the POW/MIA issue during and after Vietnam. How did the POW/MIA issue become a political one? How was it a factor in U.S. military strategy during the Vietnam War? Have all U.S. POWs and MIAs been accounted for at present? What is being done to address their status? Share student findings in class discussion. Point out that a current candidate for U.S. President, John McCain, was a Prisoner of War in Vietnam for almost 6 years. Have students conduct research to learn more about his ordeal and his willingness, years later, to put the past behind and promote normalized relations with Vietnam.

7. ***The Legacy of Vietnam.*** The Vietnam War was the first "television war." Televised reports from the fighting in the jungles of Vietnam were carried every night on the news, and viewed by millions of Americans. To what extent did the media influence Americans' perception of the war? Challenge students to conduct an exercise in oral history, interviewing older family members to learn how they experienced Vietnam via their television sets. How did this powerful medium bring the horrors of war home to America? How did television influence opinions about the war? Share student interviews. Generate a list of ways in which news of war was carried in previous conflicts (World War I, World War II) such as radio, newsreels, and personal accounts such as letters. How do these compare to television in terms of realism, timeliness and impact? Generate a class discussion about more recent armed conflicts that have been televised around the U.S. and around the world. How did students' parents react to televised reports from Vietnam? How do students today react to televised reports from places like Kosovo? Discuss the role of the modern media in informing citizens about war: What role does the modern media have in shaping international policy? How is

this a by-product of its role in the Vietnam War?

8. What lessons do students think should be learned from the Vietnam War? Using the information they have gathered throughout this unit, have groups of students compare U.S. involvement in Vietnam to its involvement in more recent conflicts, including the Persian Gulf, Somalia and the Balkans. Have groups share their findings. Which of these operations would students consider "successful"? Why? Which, if any, have students heard referred to by some as "another Vietnam"? What does this mean? Challenge each student to write an essay in response to the questions: How far should the United States go to help the people of another country? Under what circumstances, if any, should the U.S. be willing to put its troops in harms' way to benefit others?

LINKS:
http://www.teachvietnam.org/
http://cnn.com/SPECIALS/cold.war/episodes/11/
http://members.tripod.com/adm/popup/roadmap.shtml?942254155310
http://www.encyclopedia.com/articles/03749.html
http://www.vietvet.org/
http://lcweb2.loc.gov/pow/powhome.html
http://www.copleynewspapers.com/vietnam/
http://photo2.si.edu/legacy/legacy.html

EDITOR'S NOTE:
communism
Vietnam
domino theory
guerrillas
Gulf of Tonkin Resolution
veteran
conscientious objection
POW/MIA

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CNN NEWSROOM Guide

November 12, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:30 ... 01:30

TODAY'S NEWS ... 00:45... 02:15
Top Story ... 02:25 ... 04:40
People in Eastern India still suffer two weeks after a devastating cyclone.

YOUR DAILY DESK ... 00:30... 05:10
Editor's Desk ... 03:30... 08:40
Some stunt artists claim Hollywood producers use white stunt artists to stand in for African-American actors.

WORLDVIEW ... 00:20... 09:00
Friday Focus: Nepal Female Guides ... 09:30... 18:30
Female owners of a trekking company in Nepal challenge traditional gender roles.
Turner Website Information ... 00:40... 19:10
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:40... 19:50
Rock 'n' Roll Octogenarian ... 06:35... 26:25
Jane Scott proves that rock 'n' roll is ageless.

Look Ahead ... 00:35... 27:00
Nov. 17th: Hockey Hotshot

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : India Cyclone

1. What is the estimated death toll from the cyclone that hit the state of Orissa in India? In what other ways has the cyclone impacted the lives of hundreds of thousands of people there? When did this disaster strike?

2. Describe the scene in the aftermath of this cyclone. What is meant by the term "infrastructure"? What elements of the state's infrastructure have been destroyed or damaged? How could this make economic recovery difficult for the people of Orissa? How did the cyclone affect Orissa's rural villages? Why will survival be difficult for those whose lives were spared? What is being done to help these people?

3. In the video we learn that Orissa may never fully recover from this disaster. Point this out to students and ask them to consider what has to be done in order to rebuild the region. As a class, generate a list of tasks and prioritize them. Discuss the immediate and ongoing needs of the people of Orissa as well as possible sources of funding and international assistance.

4. Natural disasters often leave psychological scars, especially on children. What psychological impact do students think the cyclone will have on Orissa's children? Have students work in groups to learn more about the long-term psychological effects of a natural disaster. Share group findings in class discussion. To what natural disasters is your community prone? Ask students to consider steps they could take to help a younger sibling cope with the effects of such a disaster. Invite a local mental health professional to speak to the class on ways to help children cope after a natural disaster.

LINKS:
http://cnn.com/ASIANOW/south/9911/09/india.cyclone.ap/index.html
http://cnn.com/TRANSCRIPTS/9911/11/nd.03.html
http://www.buffalo.edu/Reporter/vol27/vol27n05/n8.html
http://www.nncc.org/Guidance/longterm.disaster.html

EDITOR'S NOTE:
infrastructure
cyclone
Orissa
self-sufficiency

YOUR DAILY DESK

Editor's Desk : Minority Stunt People

1. What are "paint-downs"? What allegations have some African American stunt performers made against Hollywood producers? What is the role of the Los Angeles Human Relations Commission?

2. According to the Screen Actors Guild, what percentage of all performances are done by actors of color? How does this statistic impact minority stunt professionals? In your opinion, can this inequity be resolved? Explain. Do you think paint-downing is ever justified? Why/why not?

3. In response to the alleged paint-downs the group of stunt professionals called for a boycott of all products coming out of Viacom companies during the first week of October. Do you agree with this decision? Why/why not?

4. Share the following information with your students:
Paint-downing is one example of discrimination in the workplace. Currently in the U.S. there are federal and state laws that prohibit an employer from making employment decisions based on a person's sex, race, creed, religion, national origin, age, and physical impairments. Refer students to the websites below to learn more about the history and content of the Civil Rights Acts of 1964 and 1991. Then, challenge groups of students to use Internet and library resources to identify landmark workplace discrimination cases that were prosecuted under these acts. Have each group prepare a

presentation about the case, and whether or not these cases were successfully prosecuted. Following discussion of these cases, have students identify the information that would be necessary for the stunt professionals to prove that they were discriminated against in the workplace.

LINKS:
http://www.stuntplayers.com/
http://www.kgrs.com/info/employdiscr.htm
http://www.law.cornell.edu/topics/civil_rights.html
http://www.eeoc.gov/facts/fs-race.html
http://www.mwe.com/news/lab0803.htm
http://www.worldafricannet.com/entertain/entertain7947.html

EDITOR'S NOTE:
paint-downs
Screen Actors Guild
stuntman
discrimination in the workplace

WORLDVIEW

Friday Focus: Nepal Female Guides

1. Where is Nepal located? What are the physical challenges of trekking in Nepal? What responsibilities are associated with running a trekking business in Nepal? Why are the Chhetri sisters considered trailblazers? What type of skills and attributes do you think the Chhetri sisters possess?

2. What are gender roles? What are the traditional roles of the woman and men in rural Nepal? Why do many people in rural Nepal have large families? What are the "pros" and "cons" of having a large family in Nepal? How and why have the Chhetri sisters diverged from these traditional roles? How did the parents of the Chhetri sisters influence the development of their gender roles?

3. According to the United Nations, what percentage of Nepalese women are literate? What is the correlation between access to education and fertility rates? What is oppression? Do you think the mountain women of Nepal are oppressed? Explain. How do you think gender roles in rural Nepal developed? Why do you think these gender roles continue to exist? What are the components of the Chhetri sisters' training program? How does the Chhetri sisters' trekking project empower Nepalese women? In your opinion, what are the benefits and drawbacks of being an educated, independent woman in rural Nepal?

4. Have students determine whether gender biases exist in their country's laws and customs. Direct groups of students to consider one of the following issues: Inheritance rules, dictates regarding marital status, unwanted pregnancy, divorce, workers' rights and land ownership. Have groups present their findings and discuss. Ask students what changes, if any, should be made to make laws and customs more equitable.

5.Inform students that according to the World Bank Organization, "differences in the opportunities and resources available to men and women exist throughout the world, but they are more prevalent in poor developing countries." Group students. Have each group select a country from the second website, and prepare a presentation about the roles of women and men in the country. Have groups present their findings. After the presentations, refer groups to the third website below to obtain statistical information about how gender differences in the country are reflected in specific societal indicators, including: Labor force participation, adult literacy, primary school enrollment, life

expectancy at birth, and child mortality. Have groups compare and contrast their data. Ask students: Will making gender roles more equitable enhance the quality of life for individuals in underdeveloped nations?

EXTENSION: Have students write papers that compare and contrast the evolving roles of women in both Nepal and the U.S. Have students identify common themes and issues and ways that these themes and issues are reflected within each culture.

LINKS:
http://www.worldbank.org/gender/info/nepal.htm
http://www.worldbank.org/gender/info/country.htm
http://www.worldbank.org/data/wdi/pdfs/tab1_3.pdf
http://www.icimod.org.sg/focus/gender/gender_links.htm
http://www.fao.org/Gender/Static/CaseSt/Nep/neptoc-e.htm
http://www.catmando.com/wwwvlnp.htm

EDITOR'S NOTE:
Nepal
gender role
trekking
caste

NEWSROOM CHRONICLE

Rock 'n' Roll Octogenarian

1. Who is Jane Scott? For what newspaper does she write? What is that city's permanent connection to rock 'n' roll?

2. How would you describe Ms. Scott? What kind of presence does she command among performers and fans? When did she begin her career as a journalist? What kinds of topics did she cover in the beginning? Why is September 15, 1964 a significant date in Ms. Scott's career? What did Ms. Scott think of The Beatles? What are her impressions of other rock artists she has covered? What was her only prediction about a rock performer? Was this prediction accurate? Which legend was she never able to meet? Why?

3. Why does Ms. Scott seem like an unlikely person to be covering rock music? Why do you think she has lasted so long in this business? How would you describe her work ethic? Why do you think she works as hard as she does?

4. Challenge small groups of students to role play interviews between Jane Scott and famous rock performers. Have each pair or group of students research information about the artist(s) to be interviewed, and prepare a script for that interview. Then have each group present its role play. After all the presentations, generate a class discussion about the role of the journalist in covering the arts: What kind of information does this kind of journalist offer to the reader? Why is there a demand for the talents of Ms. Scott and others in her field?

5. Jane Scott has covered many rock artists and their concerts since 1964. Challenge students to consider what it must have been like to attend some of these events. Have each student choose any rock artist or group since 1964. Then ask each student to use personification (attributing a human character to a thing) to write a review of that concert from the perspective of an item associated with Ms. Scott. For example, a student may wish to review a concert in the voice of Jane Scott's hat, or pen, or even the peanut butter sandwich in her purse! Have students share their reviews.

Recognize those that are the most original and best-written.

LINKS:
http://www.cleveland.com/music/
http://www.cleveland.com/music/backstagepass/
http://www.chairpage.com/timeline/1995/12/951204.html
http://www.raspberries.net/raspberries/pd43099.html

EDITOR'S NOTE:
Jane Scott
rock 'n' roll
journalist
cultural force

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CNN NEWSROOM Guide

November 15, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:20 ... 01:20

TODAY'S NEWS ... 01:05 ... 02:25
Top Story ... 04:15... 06:40
Turkish citizens are reeling from the country's latest earthquake.
In the Headlines ... 02:00 ... 08:40
TURKEY AND GREECE AGREE TO DISCUSS CYPRUS ISSUE

YOUR DAILY DESK ... 01:05... 09:45
Environment Desk ... 01:50... 11:35
With the help of new deep-sea submarines, scientists hope to learn more about coral reefs.
Environment Desk Extra: Lighthouse Re-lit ... 02:30... 14:05
The Cape Hatteras lighthouse is moved to a safer location.

WORLDVIEW ... 01:05... 15:10
Around the World ... 03:40... 18:50
How much of the world's resources do Americans consume?

Wild Kingdom ... 02:15... 21:05
Atlanta Zoo officials welcome two new guests, pandas from China.

Taking Care of Business ... 02:15... 23:20
Congress considers a ban on shark finning.

NEWSROOM CHRONICLE ... 01:15... 24:35
After the Bell: College Counseling ... 02:35... 27:10
Some U.S. high school students are hiring "image" consultants to help them get into college.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Turkey Quake

1. What is the estimated death toll from the earthquake that occurred in Duzce, Turkey? How has the earthquake impacted the lives of the Turkish people? When did this disaster strike? What was the magnitude of the earthquake? How has the international community responded to the disaster? How does this earthquake compare to the August 17, 1999 earthquake that occurred in Turkey? What lessons did the Turkish government learn from dealing with the earthquake last August?

2. Group students. Direct each group to generate a list of ways that a natural disaster, such as an earthquake, might impact their lives. Have groups share their lists. Challenge students to empathize with the Turkish earthquake victims. Have students write a letter or poem from the point of view of a Turkish earthquake victim that describes the thoughts and feelings the victim is probably experiencing.

3. Refer students to the websites below to learn more about the earthquake in Turkey and about other major sites of seismic activity throughout the world. Next, have students identify the areas most affected by earthquakes. After students share their findings, direct them to research how people can best protect themselves if they live or travel in an area that is prone to earthquakes. Ask students: What, if anything, can the Turkish government and the international community do to protect the Turkish people from the destruction caused by earthquakes?

LINKS:
http://cnn.com/WORLD/europe/9911/14/turkey.quake.01/index.html
http://cnn.com/WORLD/europe/9911/12/turkey.quake.04/
http://www.earthquake.com/
http://quake.usgs.gov/hazprep/index.html
http://www.seismo-watch.com/

In the Headlines

1. What is the purpose of President Clinton's ten-day European visit? Where is Cyprus located? What is the "Cyprus problem"? How long have Turkey and Greece been feuding over Cyprus? How is the U.N. helping to address the problems in Cyprus? Why has Turkish Cypriot leader Rauf Denktash withdrawn his commitment to attend the December discussions?

2. Within the last three months both Turkey and Greece have experienced devastating earthquakes. Refer students to the Internet and other news sources to learn about the impact of these earthquakes, and how these two nations have helped each other through these tragedies. Have students consider why these tragedies enabled Greece and Turkey to rally together.

3. Have groups of students use library and Internet resources to learn about the political history of Cyprus. Instruct groups of students to research the following issues: Why Cyprus has long been the target for conquerors, when and under what circumstances Cyprus was declared an independent republic, when and why Turkey invaded Cyprus, and the results of the Turkish invasion. Have groups share their information and discuss. Ask students: Do you think the "Cyprus problem" can be resolved? Why/why not?

LINKS:
http://cnn.com/US/9911/14/clinton.trip.01/index.html
http://cnn.com/WORLD/europe/9911/14/cyprus.talks.reut/index.html
http://cnn.com/WORLD/meast/9907/15/turkey.cyprus/
http://www.pio.gov.cy/cyissue/index.htm
http://www.undp.org/missions/cyprus/
http://www.osce.org/

EDITOR'S NOTE:
earthquake

Turkey
Cyprus
Greece
United Nations

YOUR DAILY DESK

Environment Desk : Sub Sanctuary

1. According to the story, how much is currently known about the coral reef off of the Florida Keys? What is the goal of the Sustainable Seas Expeditions? Who is sponsoring the project? Who is leading it? How far down can the "Deep Workers" go? How long can they stay submerged?

2. What concerns do scientists have about this reef? What data do scientists hope to collect on their missions? What is unique about this reef? Why do you think these submarines are small, one-person vessels instead of larger, multi-person vehicles?

3. To go 2000 feet below the surface, the "Deep Workers" have to be able to withstand the tremendous pressure exerted on them from tons of water on all sides. This is also true for coral and other sea life at this depth. To demonstrate how pressure changes as water gets deeper have students implement the following activity: Poke two holes in the bottom half of a milk carton. Place one hole about two inches higher on the carton than the other. Fill the container and watch the water streams coming out of the holes. The lower stream shoots out farther because it is under more pressure. Next, have small groups of students prepare a presentation about how fish, coral or other plants and animals have adapted in order to survive in deep waters. Following the presentations, have each student create a deep-sea food web that includes coral as one of the middle level organisms. As a class, discuss why the absence of some of the larger fish might be a problem to the web, and why this specialized community of organisms has a more fragile balance than others.

LINKS:
http://lehua.ilhawaii.net/nelha/deepsea.html
http://bigjohn.bmi.net/yancey/index.html
http://www.publicaffairs.noaa.gov/deepseacoral.html
http://coralreef.gov/what.html

Environment Desk Extra: Lighthouse Re-lit

1. Where is Cape Hatteras located? Why is there a lighthouse at Cape Hatteras? Why was the lighthouse moved? With today's navigation technology, is the light house still a useful aid to navigation? Explain. Do you think historical preservation is important? Why/why not?

2. The lighthouse at Cape Hatteras had to be moved because of coastal erosion. Coast erosion is one type of coastal problem. Divide your class into seven groups. Refer groups to multimedia resources to prepare a presentation about one of the following primary coastal issues:
    1. runoff pollution
    2. coastal hazards
    3. estuaries
    4. federal consistency
    5. habitat restoration
    6. public access
    7. sustainable development.

3. Following the presentations, share the following information with your class: According to the U.S. Office of Ocean and Coastal Management, "each country and each U.S. state and territory has

slightly different coastal resources and confronts different coastal problems. Also, because U.S. states and territories have different government structures, the way to combat coastal problems differs." Refer students to the last website below to examine the major coastal issues of a U.S. state or territory. Challenge groups to identify what is being done to address these issues. Have students present their findings and discuss.

LINKS:
http://www.nps.gov/caha/lrp.htm
http://www.nps.gov/caha/lighthousereports.htm
http://wave.nos.noaa.gov/ocrm
http://wave.nos.noaa.gov/ocrm/pcd/outreach.html#anchor451444

EDITOR'S NOTE:
sustainable
National Geographic Society
groins-steel walls
coastal erosion
coral reefs

WORLDVIEW

Around the World : Population vs. Consumption

1. According to the video, how many tons of raw materials does each American man, woman and child consume? What percent of the world's population can be found among the U.S., Europe and Japan? Together, how much of the world's natural resources do residents of these three places consume? Why do you think this percentage is so high?

2. Why has the rise in consumption a reason for concern? Is scarcity the problem? Explain. How do developing countries hold they key to increased consumption? Besides increasing population and consumption, in what other way are the inhabitants of earth harming their planet?

3. The National Resources Defense Council states that "A child born in the United States will, in his or her lifetime, have 30 times more impact on the earth's environment than a child born in India." Read this statistic to students. Direct small groups of students to research and compare a day in the life for a child in the U.S. to that of a child in India. For an average child of the same age in both countries, what is daily life like? What does each child eat, where does he/she live, how does he/she communicate, go from place to place, entertain himself/herself, and maintain his/her health? Have each group prepare a general side-by-side comparison of the two lifestyles. Ask: Does the evidence seem to support the NRDC's claim or refute it? Discuss.

4. How should the world address the problem of overconsumption? Assist your students in researching several different viewpoints on this issue and ways to address it. Point out that some experts believe sustainable development is possible, believing that technology will allow for increasing consumption, while others believe the earth is reaching its finite limits of space and resources. In addition, different points of view on this topic are affected by national concerns. After students have gathered information, have each student choose to represent one nation. Conduct a mock "Global Summit on Consumption" and have each student, representing his/her chosen country, issue a policy statement on what should be done to address this issue. Discuss the complexity of the issue and why achieving a consensus on it is difficult.

LINKS:
http://www.nrdc.org/bkgrd/poscore.html

http://www.sdsc.edu/~ESA/bulletinhumanpop.htm
http://www.islandpress.com/books/bookdata/conpopsus.html
http://dieoff.org/page136.htm
http://www.bagheera.com/inthewild/spot_sphuman.htm

Wild Kingdom : China Panda Preview

1. What U.S. city has become the latest to host a pair of pandas from China? How do Atlanta Zoo officials think having the pandas there will impact their zoo and their city?

2. Who negotiated the deal whereby the pandas were sent to Atlanta? What will Atlanta give China in exchange for the pandas? How was this arrangement a "lesson in politics"? How long did it take Atlanta officials to negotiate this deal? Why do you think it took so long? Why do you think the city continued to pursue the pandas?

3. Getting the pandas may have taken years of hard work, but keeping them alive and healthy in Atlanta will also entail a great deal of work. Challenge groups of students to act as amateur zookeepers and find out what they would have to know to prepare themselves for the arrival of pandas at their local zoo. Students will want to focus on the panda's natural habitat, eating habits, and history of living/thriving in captivity in other places. Have each group present its information to the class.

LINKS:
http://www.zooatlanta.org/html/panda99.htm
http://www.accessatlanta.com/partners/zooatlanta/pandas/
http://www.zoomschool.com/subjects/mammals/panda/
http://www.passport.ca/~xander/bio-pand.html

Taking Care of Business : Shark Finning

1. What is shark finning? For what purpose is the shark's fin used? Why is Congress considering a ban on this practice? According to experts, why is it possible to overfish sharks? How do you think overfishing of sharks might impact the rest of the marine ecosystem?

2. To date, what has the federal government done to address the issue of shark finning? What has California's state government done? Why has shark finning gone unregulated in Hawaii? How might action by Congress change this policy?

3. In the video we learn that researchers say shark finning is wasteful. Why do they make this claim? Generate a class discussion about finning to gauge students' views on the topic: Do students think the demand for shark fins justifies the practice, or do they believe it jeopardizes the future of the species?

LINKS:
http://mars.rever.fr/USHomePage/USArticles/SharkFinning.html
http://www.sharkin.com/post/messages/1305.html
http://www.voy.com/318/56.html
http://www.seaweb.org/resources/32update/sharkfin.html
http://www.envirowatch.org/OWCsharks.htm

EDITOR'S NOTE:
consumer society
Digital Era
panda
Atlanta

house subcommittee
shark finning

NEWSROOM CHRONICLE

After the Bell: College Counseling

1. How many U.S. students enrolled in college this fall? What steps are some high school students taking to improve their chances of getting into college? How does access to financial resources impact a person's ability to get into college?

2. What skills and attributes do you think college admissions officers look for in potential students? Do you think the college admission process is equitable? Why/why not?

3. Refer students to your school's guidance office and online resources to select a two or four year college, or a university. Have each student research the school's admissions criteria. After students present their findings, have them compare and contrast their data. Ask students to identify which schools are the most competitive and why.

4. Refer small groups of students to Internet resources, including the second website below, to prepare a presentation about a college admission related product or service. Instruct students to identify the strengths and weaknesses of the product or service. After groups share their findings, have them compile their information, and present the list to the school's guidance counselors.

LINKS:
http://www.college-scholarships.com/
http://collegeapps.about.com/
http://www.nacac.com/index.html
http://www.nacac.com/webresources_admisrelate.html

EDITOR'S NOTE:
college consulting
Scholastic Aptitude Test
extracurricular

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 16, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:25 ... 01:25

TODAY'S NEWS ... 02:50... 04:15
Top Story ... 01:45... 06:00
China and the U.S. sign a trade pact.

YOUR DAILY DESK ... 01:00... 07:00
Health Desk ... 02:20... 09:20
In Connecticut, hairdressers are being trained to intervene on behalf of their physical abused clients.

WORLDVIEW ... 00:45... 10:05
Check It Out: Japanese Diet ... 02:50... 12:55
The traditional healthy Japanese diet is beginning to look more American.

FYI: 100-Year-Olds ... 02:15... 15:10
Meet 38 people who have lived through the entire 20th Century.

Communication Transformation: Braille on the Web ... 02:45... 17:55
A new project allows blind users to access Braille materials on the Web.

Sports Page: Drug Testing ... 03:10... 21:05
U.S. and British officials meet to discuss ways to prevent drug use among Olympic athletes.

Turner Website Information ... 00:45... 21:50
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:45... 22:35
Prayer and Football ... 02:00... 24:35
The U.S. Supreme Court has agreed to hear a legal dispute over student-led prayers at football games.

Democracy in America: FreedomChannel.com ... 02:55... 27:30
The Internet is challenging TV as the major provider of political information.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trade Deal

1. What is the World Trade Organization (WTO)? What is the purpose trade pact between China and the U.S.? Why is President Clinton in favor of the trade pact? What is the status of political relations between the U.S. and China? How might the trade pact affect U.S.-China relations? Do you think the trade pact will affect China's ability to be granted membership to the WTO? Explain.

2. What steps must Congress and members of the WTO take before China can be granted entry into the WTO? What are tariffs? Why are some people concerned about guaranteeing China "most favored nation" status? Why do some Republicans have misgivings about the trade pact? Do you think the trade pact is a bipartisan issue? Why/why not?

3. Why and for how long has China been attempting to gain membership into the WTO and its predecessor organization (the GATT)? Why has it been difficult for China to become a member of the WTO? What are the benefits and obligations associated with being a member of the WTO? In your opinion, what are the political and economic benefits and drawbacks to China joining the WTO? Do you think China should be admitted into the WTO? Why/why not?

4. Refer groups of students to the websites below to learn more about the U.S.-China trade pact. Have each group prepare a presentation about how the pact will affect one of the following industries or business operations: Average tariff levels, telecommunications, Internet, autos, banking, agriculture, export subsidies and distribution. After the presentations, have students consider the obstacles associated with establishing trade with a previously closed market. Ask students to compare the U.S.-China trade pact to the fall of the Berlin Wall. Ask students: Do you think the Chinese people will benefit from the pact? Why/why not? How might the trade pact affect other Asian countries?

LINKS:
http://cnn.com/cnnfn/1999/11/15/worldbiz/wto/
http://cnn.com/ASIANOW/east/9911/15/china.wto.04/
http://cnnfn.com/cnn/ASIANOW/east/9911/15/bc.wto.highlights.reut/index.html
http://www.wto.org/
http://www.gio.gov.tw/

EDITOR'S NOTE:
World Trade Organization
most favored nation status
neo-Isolationists
bipartisan

YOUR DAILY DESK

Health Desk : Beauty Salon: Domestic Violence

1. What is domestic abuse? How prevalent is domestic abuse in the U.S.? How are hairdressers in Connecticut helping to address the issue of domestic abuse? Why do some people share their personal problems with their hairdressers?

2. Inform students that "domestic violence," which is also called "intimate partner violence (IPV)," can be defined as "the intentional emotional and/or physical abuse by a spouse, ex-spouse,

boyfriend/girlfriend, ex-boyfriend/ex-girlfriend, or date." According to the Center for Disease Control, "each year more than ten million American children witness IPV within their families." Refer students to the websites below to learn more about IPV and its psychological and physical consequences. Then, invite a mental health professional to your class to talk about domestic abuse. Have the counselor address the following issues:

1. Why domestic abuse occurs
2. Why domestic abuse is gender-specific
3. Ways to prevent domestic abuse from occurring
4. The warning signs of abuse
5. What kids can do if they, or someone they know, is abusing or being abused.

3. Following the counselor's presentation, inform students that "approximately 1 in 10 high school students (in the U.S.) has experienced physical violence in dating relationships. Among college students, the figure rises to 22%, equivalent to the rate for adults." What inferences can be made from these statistics? Have students consider how education can help to prevent domestic abuse. Then, challenge groups of students to develop a campaign to educate their peers about the issue of domestic abuse.

4. According to the U.S. Justice Department, women are 11 times more likely to be victims of domestic violence than men. Why do you think this is so? In your opinion, how does society view domestic abuse? Do you think domestic abuse is a private or public concern? Explain. In 1994, President Clinton passed the Violence Against Women Act as part of his 1994 Crime Act. Refer students to the first two websites below to learn about the act. Have students consider whether or not the act is effective. The U.S. government authorized $1.6 billion for six years to fund The Violence Against Women Act of 1994. This funding expires in the year 2000. Do you think Congress should approve additional funding for the act? Why/why not?

LINKS:
http://www.usdoj.gov/vawo/cycle.htm
http://www.ojp.usdoj.gov/vawo.htm
http://www.vawact.org/vawa/legislation.shtml
http://www.cdc.gov/ncipc/dvp/ipvfacts.htm

EDITOR'S NOTE:
domestic violence

WORLDVIEW

Check It Out: Japanese Diet

1. What are some foods found in the traditional Japanese diet? What Western foods are now finding their way into Japanese homes? Why does this trend concern health experts?

2. According to Dr. Itakura, what illnesses and conditions follow the Western diet? How does the Japanese lifespan suggest that their diet may be healthier? What dietary trend among Japanese children could change that statistic? Why?

3. What are some of the physical changes experienced among the Japanese people as a result of their changing diet? Are all of these changes negative? Explain. What aspects of the Western diet do you think would be beneficial to a person raised on a traditional Japanese diet? Why?

4. Challenge students to compare and contrast some of their daily foods to those found in a traditional Japanese diet. Have each student keep a food diary for one day. Then assist students in conducting

research to learn more about some foods found in the traditional Japanese diet. Have each student prepare a side-by-side comparison of his/her daily food intake and what one would eat on a traditional Japanese diet. If possible, have students indicate specific nutritional ingredients, such as vitamins and minerals, derived from each component of both diets. Have students present their comparisons and discuss the health benefits and drawbacks of each.

LINKS:
http://www.newstimes.com/archive97/mar3197/heb.htm
http://www.gis.net/~gensure/recipe.htm
http://www.cuisinet.com/glossary/japan.html
http://www.summitmed.com/cantlk.htm

FYI: 100-Year-Olds

1. What are some of the best and worst things these 100 year olds have experienced in their lifetimes? What things that we take for granted were not yet in existence when these individuals were born? The video calls them "a determined generation that made this century what it is." Do you think this is a fair assessment? Explain.

2. Ask students to imagine the events a 100-year old person has experienced in his/her lifetime. Have students search their history texts and other resources for some of the historical and cultural events that have occurred in these individuals' lifetime. Then challenge each to assume the role of a 100-year old person and write a letter to today's youth, explaining the event and what we can learn from it.

3. What can we learn from those who have experienced history firsthand? Have each student interview an older family member on one historical event that he/she remembers best. Why did the event have such an impact on that family member's memory? What did he/she think and feel as this event took place? If this person could contribute to a history book, what would he/she want the rest of us to know about that event? Share student interviews and discuss the wealth of knowledge that can be found among older citizens.

LINKS:
http://havingoursay-theplay.com/film.htm
http://austin360.com/living/features/100years.html
http://www.umc.org/umns/98/oct/572.htm

Communication Transformation: Braille on the Web

1. Who is providing Braille documents on the Web? How does the service work? What are the limitations of the service? According to the President of the National Federation of the Blind, "As the power of the computer becomes greater, the access of blind people to information in the computer has become less, which is an irony." What does he mean? How might access to computer-generated information be improved for blind people?

2. Louis Braille, born in 1809, was accidentally blinded as a child when he was playing in his father's workshop. By age 15 he had invented a system of raised dots that enable blind people everywhere to read. Challenge your students to learn more about Braille. The last two websites below should be of assistance. As a class, discuss the importance of the tactile sense (sense of touch) in communication for both the visually and hearing impaired.

LINKS:
http://lcweb.loc.gov/loc/visit/ada.html
http://web.stclair.k12.il.us/callforhelp/html/431.htm
http://www.nmsu.edu/~access/braille.html
http://www.nyise.org/speech/braille.htm

Sports Page: Drug Testing

1. Who is General Barry McCaffrey? What plan is he promoting to stop drug abuse among Olympic athletes? Why does he think random testing throughout the year will work? What other principles did he and his British counterpart agree to? What are some criticisms of these strategies?

2. Why do some people believe that there is little point in singling out the athletes who take drugs? What is meant by the "culture of winning?" Do you think that American culture promotes performance-enhancing drug use among athletes? State your rationale.

3. What are performance-enhancing drugs? Do they have side effects? Have students work in small groups to research performance-enhancing drugs and their consequences. Have groups present their findings. Discuss what can be done to eliminate performance-enhancing drugs from both amateur and professional sports.

LINKS:
http://www.mayohealth.org/mayo/9607/htm/olymp_sb.htm
http://academic.wsc.edu/mathsci/hammer_m/scott/beyondsmd.htm
http://www.newsweek.com/nw-srv/issue/07_99a/printed/int/socu/front.htm

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EDITOR'S NOTE:
lifespan
roughage
calcium
mustard gas
centenarians
Braille
human growth hormone
steroids

NEWSROOM CHRONICLE

Prayer and Football

1. Why is student-led prayer at Santa Fe High School football games prohibited? What is the "core issue" of the student-led prayer debate? Why are the lower courts divided about the issue? What is the role of the U.S. Supreme Court? Does this case "reach beyond the football field?" Explain.

2. Divide your class into nine groups. Refer students to multimedia resources, including the websites below, to prepare a presentation about the background and political orientation of one of the Supreme Court justices. After the group presentations, have students discuss whether they think the ideological split in the court will affect the outcome of this case.

3. Inform students that there has been a flurry of lawsuits concerning student religious expression in the public schools since the Supreme Court prohibited organized prayer in the classroom in 1962. Refer students to the last website below to learn more about the Supreme Court's 1962 ruling and its other school prayer decisions. Then, divide your class into two groups to debate whether or not student-led prayer at football games should be allowed. Instruct student to consider if student-led prayer violates the constitutionally required separation of church and state.

LINKS:
http://cnn.com/US/9911/15/scotus.school.prayer.ap/index.html
http://www.usscplus.com/

http://lw.bna.com/lw/19990316/40150.htm
http://www.law.cornell.edu/constitution/constitution.billofrights.html
http://supct.law.cornell.edu/supct/
http://www.uscourts.gov/
http://supct.law.cornell.edu/supct/cases/topic.htm

Democracy in America: FreedomChannel.com

1. How have voters used television to guide their choices of candidates in the past? What is FreedomChannel.com? How is its content different from what television provides to voters?

2. How does Project Vote Smart take this concept one step further? What tools on this site enable voters to "track" a candidate's positions on issues over time? Why could the ability to track a candidate's position be a useful tool?

3. In the video we are told that "in the past, the traditional news media effectively filtered candidate speeches and statements." What does this mean? Explain how the news media "filters" what candidates have to say. Have you ever heard the term "soundbite"? What does it mean? Does a soundbite always give a viewer an accurate representation of a candidate's position? Offer an example of a soundbite that might be misleading. Compare this treatment to that of the two websites presented in this video: Which resource do you think does a better job of presenting a more accurate picture of a candidate's ideology? Why?

4. As students approach voting age, they need to grasp the importance of being informed as they go to the polls to make their decisions. Generate a class discussion about the differences between the "informed" and the "uninformed" voter. What factors might each use to make his/her choice in the voting booth? Why is the success of democracy contingent upon an informed citizenry? Next, challenge students to work in groups to search for the best resources for voters who want to stay informed as the presidential election approaches. Groups may want to add websites, publications, television and radio programs, etc., to their lists. Remind them that they are looking for balanced, fair and informative resources. Have each group present its list. As a class, review all the possibilities and narrow the field to the very best of the best. Then work as a class to compose a fact sheet of Political Resources for the Informed Voter. Distribute this resource to individuals of voting age at your school.

LINKS:
http://www.freedomchannel.com/
http://www.vote-smart.org/
http://suif.stanford.edu/~dlheine/politics/election2000.html
http://www.votelink.com/

EDITOR'S NOTE:
injunction
nonsectarian
U.S. Supreme Court
First Amendment
nonpartisan
soundbites

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 17, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:30 ... 01:30

TODAY'S NEWS ... 00:20 ... 01:50
Top Story ... 02:15 ... 04:05
People around the world prepare to view the Leonid meteor shower.
In the Headlines ... 02:10 ... 06:15
U.S. FEDERAL RESERVE HIKES INTEREST RATES

YOUR DAILY DESK ... 01:40... 07:55
Business Desk ... 01:30... 09:25
The Dow Jones Industrial Average is a barometer of American economic history.
Turner Website Information ... 00:40... 10:05
Information on the CNN NEWSROOM Daily Guide

WORLDVIEW ... 00:40... 10:45
Communication Transformation: Israel Safe Passage ... 03:05... 13:50
A route and new policies allow Palestinians to travel to the West Bank.

Check It Out: Cuba Transportation ... 02:40... 16:30
Cubans travel in makeshift vehicles.

Taking Care of Business ... 02:55... 19:25
A Japanese entrepreneur brings Western cuisine to Japan.

Inside Asia ... 02:55... 22:20
Latin dancing becomes the craze in Asian night clubs.

NEWSROOM CHRONICLE ... 01:30... 23:50
Beyond the Game: Hockey Hot Shot ... 03:15... 27:05
CNN NEWSROOM profiles Patrik Stefan, the number one draft pick in the NHL.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Meteor Shower

1. What is a meteor? How often does the Leonid meteor shower occur? What causes this celestial phenomenon? What is the difference between a "meteor shower" and a "meteor storm"? When is the best time to view the Leonid meteor shower? Where is the best place to view the shower? What are satellite operators doing to protect their satellites from the meteors?

2. Inform students that "on November 17, two planes will take off on a mission to rendezvous with the biggest meteor storm since the 19th century. Cruising for hours at an altitude of 25,000 feet, the Electra and the FISTA (the Flying Infrared Signature Technology Aircraft) will train their instruments at the Leonids, making pictures and looking for signs of organic compounds." Refer students to the last website below to learn more about this mission and why NASA and the SETI Institute are interested in finding organic material that is associated with meteors.

3. Because of technological developments and the work of astronomers we know the origin of meteor showers; however, this was not always the case. Ask students to imagine how people long ago would have understood and responded to the Leonid meteor shower. Instruct each student to select a country and research what the country's culture was like 170 or more years ago. Then, have each student write an essay about how a person from that time and culture might have explained and reacted to the meteor shower. Have each student write his/her essay from the point of view of the person viewing the meteor shower.

LINKS:
http://cnn.com/TECH/space/9811/17/leonids.02/index.html
http://cnn.com/TECH/space/9911/16/leonids.cnn/index.html
http://cnn.com/TECH/space/9811/14/meteors/
http://www.leonidslive.com/
http://www.skypub.com/sights/meteors/leonids/leonids_1833.html
http://www.seti.org/mission.html

In the Headlines

1. What is the Federal Reserve? Why did it increase short-term interest rates? How much were the interest rates lifted? Who is Allen Greenspan? What is inflation? Why do you think increasing interest rates helps to slow the economy and stop inflation?

2. Challenge groups of students to use online resources to identify whether or not this interest rate hike has affected the Dow Jones, the Nasdaq, the bond market and the U.S. dollar. Have groups share their findings and discuss.

3. Inform students that the Federal Open Market Committee (FOMC) is "the most important monetary policy-making body of the Federal Reserve System." Refer students to the last two websites below to learn more about the FOMC and the status of the U.S. economy and its monetary policies from 1992 to the present. Divide your class into seven groups. Have each group select two of the Federal Reserve's semiannual reports on monetary policy that are located on the last website below. After students have read the reports, ask them to identify the economic indicators that are present in the report. Then, have each group summarize this information for their year. Compare and contrast the groups' findings. Have students note specific economic trends, and consider whether the economic growth of the last eight years can be sustained.

LINKS:
http://www.cnnfn.com/news/specials/eyes_on_fed/
http://cnnfn.com/1999/11/16/economy/fomc/
http://cnnfn.com/1999/11/16/markets/markets300p/
http://woodrow.mpls.frb.fed.us/info/policy/whatfomc.html

http://woodrow.mpls.frb.fed.us/info/policy/mpo/index.html

EDITOR'S NOTE:
Leonid meteor shower
Temple-Tuttle comet
plasma
Federal Reserve Board
Alan Greenspan
tight job market

YOUR DAILY DESK

Business Desk : Dow History

1. **Who was Charles Dow? What is his most famous contribution to the business world? What was the growth industry in the U.S. in 1896? Why did Mr. Dow include other businesses in his index? What kinds of businesses were included in this index? Why has the composition of the Dow Jones Average changed many times since its creation?**

2. **How is today's Dow Jones Industrial Average different from the original? Name some industries that are no longer included on the list. What is the only original Dow company still on the index today? Why do you think this company is still included?**

3. **In the video we learn that two NASDAQ newcomers will soon be added to the Dow. What corporations are these? Why do you think they have been added? Why is their addition significant? What does the addition of companies like Microsoft and Intel tell us about the changing face of the U.S. economy?**

4. **Encourage your students to follow the Dow Jones Industrial Average, for a prescribed period of time. Direct each student to monitor the evening news, Internet, or newspaper and record the Dow's performance each day. Call on a student each day to deliver a "Dow Update." Discuss the previous day's news events and whether/to what extent they have impacted these stocks' overall performance. In class discussion, draw conclusions about the impact of political history on the economy, and vice-versa.**

5. **How has the Dow Jones Industrial Average served as an "economic barometer" over the past 103 years? Group students. Have each group choose one brief period in U.S. history and research the events of that period as well as the composition and performance of the Dow. Have each group present its findings. Encourage groups to create graphs or charts to illustrate their performance data if possible. In their presentations, have groups relate the Dow's composition and performance to the historical period. In economic terms, how would each group classify its chosen period, based on the Dow and historical events? Discuss.**

LINKS:
http://www.dowjones.com/corp/index_average.html
http://nyse.com/
http://www.nasdaq.com/
http://cnnfn.com/

EDITOR'S NOTE:
index

N.Y. Stock Exchange
NASDAQ
barometer

WORLDVIEW

Communication Transformation: Israel Safe Passage

1. **Why do Palestinians want to travel to the West Bank? Why are some Israelis happy about this new freedom? What do some people fear? What is currently in place to offer some security to Israelis?**

2. **Who is Prime Minister Ehud Barak? What is his proposal for a new route between Gaza and the West Bank? What are the hopes of politicians and citizens as more travel is allowed between the two areas?**

3. **Direct students to information about events occurring since the 1960s that have created the tensions between the Israelis and Palestinians. The news feature indicates that Palestinians hope the right-of-way will lead to a Palestinian state next to Israel. Based on their research, have students write essays in which they argue that this hope is or is not a possibility.**

LINKS:
http://cnn.com/WORLD/meast/9911/15/mideast.peace.03/index.html
http://www.cia.gov/cia/publications/factbook/we.html
http://cnn.com/WORLD/meast/9911/14/israel.palestinians.ap/index.html
http://cnn.com/WORLD/meast/9911/08/mideast.talks.02/
http://www.info.usaid.gov/countries/wb-gaza.html

Check It Out: Cuba Transportation

1. **Would you consider yourself lucky to have a car held together with wire and gum? Why are Cubans happy to have such transportation? What are some of the many types of Cuban transportation featured in the news story? Why do you think that vehicles in the country are of such poor quality?**

2. **Direct students to find out more about Havana. What U.S. cities does Havana compare to in size? Have students compare the modes of transportation in these U.S. cities to the modes of transportation in Havana.**

3. **The U.S. long-standing trade embargo against Cuba is not looked upon favorably by the U.N. Help students to learn more about these sanctions, and hold a discussion in which students consider the potential effects that lifting the embargo would have on Cuba's infrastructure. Ask students: Should the embargo should continue? Have them substantiate their argument with facts.**

LINKS:
http://caribbean-connection.com/cuba/
http://www.caribbeancoast.com/islands/cuba/havana.stm
http://cnn.com/WORLD/americas/9911/13/ibero.america.summit/
http://cnn.com/WORLD/americas/9910/26/cuba.us.governor.ap/
www.unige.ch/humanrts/resolutions/47/19GA1992.html">http://heiwww.unige.ch/humanrts/resolu
http://www.dynapolis.com/free-cuba/

Taking Care of Business : Japan Restaurant King

1. **Who is Mr. Kozo Hasegawa? How would you characterize the man and his empire? What is unusual about Mr. Hasegawa? What was his experience prior to opening restaurants?**

2. **How does Mr. Hasegawa feel about his experiences in school? Do you feel similarly or differently about your own school experiences? Explain. What does Mr. Hasegawa feel is takes to be successful? Do you agree? Why/why not?**

3. **How important is a challenge to you? Do you think it is more important for a business owner to love a challenge than for an employee? Explain. Do you think it is important to challenge yourself in order to enjoy life? Why/why not?**

4. **Ask students to identify their long-term goals and the challenges they will face in order to reach these goals. Direct students to write an essay or create a poster that illustrates their goals, and the challenges and steps involved in successfully reaching their goals. Ask students: Why are these goals important to you? Does taking on challenges make life more fulfilling? Why/why not?**

LINKS:
http://www.tokyo.to/dining/dining.html
http://www.bento.com/tokyofood.html

Inside Asia : Salsa Craze in Asia

1. **What is salsa? Why are Asian clubs and dance instructors happy to have this Latin influence become popular? What is a salsero? Why do people love salsa?**

2. **Are Latin dances popular in your country? Is this interest recent or longstanding? To what would you attribute the popularity of Latin dance? Have you ever learned Latin dances? Why/why not? Do you like them? Explain. What roles do you think that dance serves for people?**

3. **Ask students to learn more about Latin dances by reviewing websites and other resources. Hold a class discussion in which students consider why Latin dance is becoming so popular worldwide.**

LINKS:
http://www.latin-dance.com/
http://free.prohosting.com/~bailar/
http://www.justsalsa.com/
http://www.geocities.com/Broadway/Orchestra/3202/salsa_patterns.htm

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EDITOR'S NOTE:
infiltrate
sovereignity
vintage
fumigation
side car
cuisine
CEO
salseros

NEWSROOM CHRONICLE

Beyond the Game: Hockey Hot Shot

1. **Who is Patrik Stefan? What country does Patrik come from? How did Patrik get his start in Hockey? What is the NHL?**

2. **Do you like ice hockey? Why/why not? Why do you think people develop an allegiance to a particular sports team? What skills and attributes do you think Patrik has that enable him to be successful? How might the Atlanta Thrashers benefit by Patrik's participation on their team?**

3. **Refer students to the links below to learn about the history of ice hockey, the NHL and the careers of some of the successful NHL players. What are the benefits and drawbacks of being a professional hockey player? What are the benefits and drawbacks of playing for the Atlanta Thrashers? Do you think Patrik Stefan should finish school or devote himself full-time to playing ice hockey? Explain. What would you do if you were in Patrik's shoes?**

LINKS:
http://www.atlantathrashers.com/
http://www.nhl.com/
http://maxwell.uhh.hawaii.edu/hockey/hockey.html
http://www.geocities.com/Colosseum/Court/9902/
http://www.ai.mit.edu/people/cgdemarc/hockey/history.html

EDITOR'S NOTE:
NHL
ice hockey
draft pick
Patrik Stefan

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 18, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:30 ... 01:30

TODAY'S NEWS ... 01:00 ... 02:30
Top Story ... 02:40... 05:10
European summit participants discuss how to manage ethnic tensions.

YOUR DAILY DESK ... 01:00... 06:10
Science Desk ... 02:50... 09:00
Genetic engineering is one approach being used to reduce world hunger.

WORLDVIEW ... 01:00... 10:00
Around the World ... 03:20... 13:20
The United Nations launches an "Adopt-a-Minefield" program to rid Mozambique of landmines.

Check It Out: China Garbage ... 0202:35... 15:55
One Chinese company is having a blast with trash.

Fast Fact ... 03:25... 19:20
Vitasoy's soy products are catching on in the U.S.

NEWSROOM CHRONICLE ... 00:30... 19:50
Compromising Catholic Education ... 02:25... 22:15
U.S. Bishops have decided that Catholic colleges must strengthen their ties to the Catholic Church.

Chesapeake Bay Bridge-Tunnel ... 05:20... 27:35
The Chesapeake Bay Bridge-Tunnel is a tribute to the ingenuity of engineers.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Summit in Europe

1. What is OSCE? What is the purpose of the OSCE summit? Why does the European Union value the OSCE? Do you think Turkey should be admitted into the European Union? Why/why not?

2. Where is Chechnya located? Why did Russia start another offensive in Chechnya? Do you think there are ways, other than seizing control of Chechnya, for Russia to reassert itself as a world

power? Explain. What are the similarities and differences between the situation in Chechnya and the Serbian crackdown in Kosovo? What is the purpose of the Stability Pact? Do you think the peace in the Balkan region will last? Why/why not?

3. Refer students to the fifth website below to learn more about the events of the European summit and OSCE's efforts to help prevent and resolve ethnic tensions between different European nations. Group students. Have each group prepare a presentation about either:
   1. The OSCE's role in Kosovo and Bosnia, and the results the OSCE's interventions
   2. The OSCE's role as a "watchdog" for minorities in Eastern European countries
   3. One of the OSCE's "potential flashpoints," including the Chechnya conflict and the dispute between Armenia and Azerbaijan
   4. The Charter for European Security
   5. The adaptation of the CFE treaty. Following the presentations, facilitate a discussion about whether or not the OSCE will be able to effectively manage the ethnic tensions in Europe.

LINKS:
http://cnn.com/WORLD/europe/9911/15/bc.russia.chechnya.eu.reut/index.html
http://cnn.com/WORLD/europe/9911/12/chechnya.03/
http://www.osce.org/
http://www.osce.org/kosovo/
http://www.gov.ru/
http://www.amina.com/

EDITOR'S NOTE:
ethnic tension
OSCE
Chechnya
summit

YOUR DAILY DESK

Science Desk : Bioengineered Crops

1. In Professor Kaeppler's lab, how are anti-fungus genes inserted into oat cells? What is the anticipated result of this research? Why are genetically modified crops necessary? How close are we to the "upper limit of (crop) yield?"

2. Why do you think some people say that producing more food isn't the best answer to world hunger? Other than increasing food production, are there other ways to end world hunger? Explain. In your opinion, are food producers currently producing enough food to feed the entire world's population? Explain. What factors do you think influence the food distribution process? Do you think having more food on hand increases the likelihood that hunger will diminish? Why/why not?

3. This story raises some poignant questions about food production and consumption. Have your students gain a better understanding of these issues by doing the following research activity:
   1. Working in small groups have your studentsperform research to find out:
      - About how much food does an average person consume per year?
      - About how much food would be necessary to feed today's world population (estimated at

6 billion people)?
- What is the approximate world food yield per year?
- What percentage of the world's food production currently goes to non-human consumers such as livestock?
- What is the estimated number of people who died from hunger last year?

2. Keeping the research they just performed in mind, have students rate the following three initiatives ona scale of one to ten for their potential to help reduce world hunger:
   - Increasing the world's staple crop yeilds by ten percent through genetic engineering
   - Finding a political solution to equitably distribute the world's food supply
   - Reducing the number of non-human usesfor the world's food supply and redistributing that food to humans.
3. Discuss the students' ratings and how theseinitiatives might be combined in a multilateral approach to fight world hunger.

LINKS:
http://apps.fao.org/
http://www.usda.gov/
http://www.unicef.org/statis/
http://www.who.int/home/info.html
gopher://gopher.vita.org:70/11/intl/fam

EDITOR'S NOTE:
hybrid
genes

WORLDVIEW

Around the World : Mozambique Landmines

1. What are landmines? Why is the nation of Mozambique home to tens of thousands of unexploded landmines? What is the United Nations' practical approach to dealing with this problem? How is one group in Atlanta, Georgia, USA helping this effort?

2. How long will it take to clear this one village in Mozambique of landmines? What is the estimated cost of the operation? The name of this village, translated from Portuguese, means "the 25th of June." Why is this date significant in Mozambique's history? Why do you think "independence" is important to these villagers now?

3. Describe some of the new technology that is making de-mining possible. Are there any drawbacks to these new methods? Explain. In the video we learn that the economics of mine warfare "are just as cruel as its practice." How does the cost of removing one mine vs. that of planting one support this claim?

4. Should the international community expand its efforts to rid nations of landmines? Have students consult the Internet and other resources to learn more about the efforts so far, including the Treaty to Ban Landmines and the human costs of landmine injuries, both to individuals and to nations. Share student findings in class discussion. Direct each student to write a position paper on the issue, including suggestions for what should be done to deal with landmines and how to finance these proposals.

LINKS:
http://www.hrw.org/hrw/worldreport99/arms/index.html

http://www.hrw.org/hrw/worldreport99/arms/arms5.html
http://www.demining.brtrc.com//

Check It Out: China Garbage

1. Approximately how many people live in China? What happens to most of the garbage they generate? What will happen to the quantity of waste that is generated as China becomes more of a consumer society? Explain. How might increased waste production impact China's environment and economy?

2. What kind of device has the environmental company seen in the video invented to deal with China's mounting trash problems? How does this device work? What happens to the processed final product? Do you think this "garbage gun" is a good idea? Why/why not?

3. Communities around the world are always looking for innovative ways to deal with their trash. Consider the City of Virginia Beach, Virginia, which developed a landfill known as "Mount Trashmore" into a local recreational facility, complete with a skaters' park! Divide the class into groups. Challenge each to come up with a creative way to dispose of your community's garbage. Encourage students to illustrate, diagram or describe their ideas in writing. Have groups share their ideas. Ask a local government official to address your class on the subject of waste management and evaluate each group's proposal.

LINKS:
http://www.chinaenvironment.com/
http://www.chinaenvironment.com/waste/index.html
http://www.epa.gov/
http://www.city.virginia-beach.va.us/dept/parks/docs/parks.htm

Fast Fact : Vitasoy

1. Who is Winston Lo? What is Vitasoy? Where does Vitasoy sell well? According to the survey cited in the video, what did Americans think of soymilk in the 1980s? Is this perception changing? Explain. How is this affecting Vitasoy's sales in the U.S.?

2. In the video we learn that soy foods have many health benefits. Review these with students and have them conduct research to compare the benefits of cow's milk with those of soymilk. Have students share their information. Do students believe that one is healthier than the other? Have any of your students ever tasted soymilk? If so, do they prefer the taste of one over the other? If possible, provide small samples of soymilk for those students who would like to try it. As consumers now educated in the health benefits of both cow's milk and soymilk, which would your students buy? Why?

LINKS:
http://www.soyfoods.com/soyfoodsdescriptions/soymilk.html
http://www.nationaldairycouncil.org/medcent/683/683c.html
http://www.milk.mb.ca/Nutritin/myth/allergy.htm

EDITOR'S NOTE:
microorganism
Mozambique
landmine
solid waste
decomposition
organic materials
Food and Drug Administration

NEWSROOM CHRONICLE

Compromising Catholic Education : Compromising Catholic Education

1. When and why did Pope John Paul order Roman Catholic colleges and universities to strengthen their ties to the Catholic Church? What will be the result of the recent vote taken by U.S. Catholic bishops? Why are critics concerned about the Vatican having tighter control over Catholic colleges and universities?

2. One of the rules approved by the bishops requires that Catholic theologians obtain approval from a local bishop to teach on a Catholic campus. Why do you think this rule is controversial?

3. In your opinion, what is the societal role of a college or university? According to the video, debate about the decree "centered mainly on how to implement the Papal decree in a country with strong traditions of church-state separation and freedom of expression." What steps do you think will be taken to bring the Catholic schools closer to the Catholic Church? How might students be affected by the Pope's decree? Do you think the new policy will bring people back to traditional religion? Why/why not? Do you think the Pope's decree jeopardizes academic freedom? Explain. Do you think traditional religious doctrines can be imposed on a secular culture? Why/why not?

4. Why do you think people choose to go to a Catholic college vs. a secular institution? Have students consider the similarities and differences between a Catholic college and a military academy. Ask students: Do you think people who choose to attend a private academic institution should have to abide by the policies of the institution? Why/why not?

LINKS:
http://cnn.com/US/9901/26/catholic.colleges/index.html
http://www.nccbuscc.org/comm/index.htm
http://www.georgetown.edu/

Chesapeake Bay Bridge-Tunnel

1. Where in the U.S. is the Chesapeake Bay Bridge-Tunnel located? When and why was it built? Why is the Chesapeake Bay Bridge-Tunnel considered one of the world's greatest engineering feats? What challenges did the Chesapeake Bay Bridge-Tunnel employees encounter during the construction of the project? How has the bridge-tunnel impacted the environment?

2. Ask student: What is an engineer? Inform students that, "engineering has been called the "invisible profession" because most people have no clue what engineers do." A 1998 Harris Poll revealed that 61% of American adults felt "not very well" or "not at all well" informed about engineering. There are approximately 17 different fields within engineering. Have pairs of students refer to the websites below to prepare a presentation about a specific type of engineering. Students should focus on the origin, scope and future of the specific field. If possible, as part of the students' presentations, have them interview an engineer within the field to learn about the highlights of his/her career. After the presentation, have students identify the ways that engineering is linked to different facets of everyday life.

EXTENSION: Have students discuss the meaning of the quote, "necessity is the mother of invention." The Chesapeake Bay Bridge-Tunnel was created to enhance and promote travel throughout the U.S. East Coast. This engineering feat is one example of a great idea that originated from a societal need. Challenge groups of students to identify an existing or potential societal need that could be addressed by an engineer. Have students share their ideas and discuss.

LINKS:

http://www.cbbt.com/
http://www.discoverengineering.org/eweek/main.htm
http://www.discoverengineering.org/eweek/links_eng_info.htm
http://www.eweek.org/

EDITOR'S NOTE:
Chesapeake Bay Bridge-Tunnel
engineering
Catholic Church
doctrine
education

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 19, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:35 ... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:35... 05:10
Russia allows the OSCE to help resolve the conflict in Chechnya.

YOUR DAILY DESK ... 00:50... 06:00
Editor's Desk ... 02:10... 08:10
Email may alter the way we create and collect written communications.

WORLDVIEW ... 00:50... 09:00
Inside Asia 03:00... 12:00
A new book chronicles the first 50 years of communist China.

Fast Fact ... 03:30... 15:30
A bronze horse modeled after Leonardo da Vinci's design is unveiled in Milan.

Artistry in Action: South Korean Music ... 02:55... 18:25
South Korean dance music is taking the Asian music scene by storm.

Turner Website Information ... 00:45... 19:10
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:35... 19:45
Student Bureau ... 07:50... 27:35
Semester at Sea students meet some of Vietnam's street kids and a foundation that tries to help them.

CNN NEWSROOM CLOSE ... 00:25 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Summit in Europe

1. What is the OSCE? What is the purpose of the OSCE summit? Who is Boris Yeltsin? Why do you think the OSCE and the U.S. are pressuring Russia to end the conflict in Chechnya? How did Mr. Yeltsin respond to the criticisms made by the OSCE and the U.S. about Russia's involvement in

Chechnya? What are the provisions of the summit declaration? Why do some people perceive Chechnya as a long-term problem? Why is Russia's signature on the summit declaration significant?

2. Where is Chechnya located? Why is Chechnya important to Russia? When and why did Russia start another offensive in Chechnya? Do you think there are ways, other than seizing control of Chechnya, for Russia to reassert itself as a world power? Explain.

3. Have students consult multimedia resources, including the websites below, to create a timeline depicting the history of military conflict between Russia and Chechnya. Next, as a class, discuss what conditions were like for Chechens under Russian rule, and identify the benefits and drawbacks of Chechnya gaining its independence from Russia. Inform students that according to the truce between Chechnya and Russia, the future status of Chechnya is on hold until 2001. Have students write a position paper about whether or not Chechnya should remain an independent state. After students share their papers, have them discuss the following questions: What is your opinion of the situation in Chechnya? Is the participation of the OSCE necessary to resolve the conflict in Chechnya? Should the U.N. step in? What, if anything, should NATO do?

LINKS:
http://cnn.com/WORLD/europe/9911/18/osce.summit.03/
http://www.osce.org/
http://www.gov.ru/
http://www.amina.com/

EDITOR'S NOTE:
Organization for Security and Cooperation in Europe
Chechnya
Russia
military coup

YOUR DAILY DESK

Editor's Desk : You've Got Mail

1. According to the news story, why are traditional letters and mail important? What is email? In what ways can email change the traditional mail system? Why does the news feature refer to Battle Creek, Michigan? What did children hope to receive from this city? Can you think of a current equivalent? How about a current equivalent received via email?

2. Do you write and send many letters via a traditional postal service? Why/why not? Do you have your own email address? Why/why not? If so, do you check and answer your email on a daily basis? Why/why not? How do you determine what email to store and what email to delete? How does this compare to what you keep of hand delivered mail? What are the benefits and drawbacks of traditional mail service and email?

3. Using the websites provided and other resources, direct students to learn about the many services of the U.S. Postal Service. Not only have memorable letters been archived, but also the U.S. Postal Service has provided a history of sorts through its commemorative stamps. While many people use email more often than regular mail, traditional mail service is still essential for U.S. citizens without Internet access and for most of the world. After considering the importance of traditional mail, have students create a campaign to increase public awareness and usage of the U.S. Postal Service. Instruct students to create posters or write a letter to the U.S. Postmster General, suggesting promotional ideas.

LINKS:
http://www.usps.com/
http://www.usps.gov/letters/
http://www.nr.infi.net/~blueagle/Pages/FutureUSissues.html

EDITOR'S NOTE:
Internet
email
U.S. Postal Service

WORLDVIEW

Inside Asia : China Photos

1. When was the People's Republic of China established? What is the topic of the book featured in the video? Who created the book? How did the backgrounds of these individuals influence the content and presentation of the book?

2. Why do you think photography was chosen as the format for this book? In your opinion, do books influence people's attitudes and beliefs? Give an example to support your opinion. Do you think the book, "China...Fifty Years Inside the People's Republic," promotes a particular perspective about life in China under communist rule? Explain.

3. On Oct. 1, 1949, Mao Zedong proclaimed the establishment of the People's Republic of China. Refer groups of students to texts and online resources, including the websites below, to prepare presentations about one of the following programs instituted by Mao's communist government: Land reform, social reform, thought reform, economic planning, the Great Leap Forward and the Cultural Revolution. Have groups present their reports and discuss.

EXTENSION: Have students consult texts and online resources to learn about China's economic system and the economic reforms that have taken place in China since the death of Chairman Mao. Ask students: How has transitioning to a market economy impacted China and the lifestyles of its citizens? What are the benefits and drawbacks of these changes?

LINKS:
http://cnn.com/ASIANOW/east/9909/30/china.anniversary.ap/
http://www.gio.gov.tw/
http://www.gallup.com/poll/reports/index.asp
http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinhist.html
http://www.nyconsulate.prchina.org/news/RestructuringEconomicSystem.html
http://www.chinaolympics.com/ctoday/economic.htm
http://www.cato.org/pubs/journal/cj16n2-3.html

Fast Fact : Leonardo's Horse

1. Who was Leonardo da Vinci? Why was Leonardo da Vinci unable to complete The Horse? Who was Charles Dent? Why did Mr. Dent dedicate so much time, and eventually his own bequest, to The Horse? How much did it cost to complete The Horse?

2. Why do you think so many people are interested in The Horse? Are there similarities between The Horse and the Statue of Liberty? Explain.

3. Refer students to the websites below to learn about the history of the project and Leonardo da Vinci's life and work. Next, read the following quote from the video to your class: The Horse is a "tribute to the Renaissance, to international friendship, to Leonardo da Vinci's genius and to Charles Dent's dream." Refer students to this quote and their research to write a speech that either Leonardo da Vinci or Mr. Dent might have given had they been present at the unveiling of The Horse. Have students present their speeches and discuss.

LINKS:
http://www.leonardoshorse.org/
http://www.mos.org/leonardo
http://www.smithsonianmag.si.edu/smithsonian/issues98/sep98/leonardo.html

Artistry in Action: South Korean Music

1. How is South Korean dance music different from other types of dance music? What are the names of the South Korean dance music groups that were mentioned in the video? Why do you think South Korean dance music has become increasingly popular in Asian countries? What type of approach is Soo Man Lee using to promote South Korean dance music to the international market?

2. Instruct students to identify the different ways that music is promoted, including through television, radio, newspaper, merchandise sales, the Internet, events and word of mouth. As a class, generate a list of popular musical performers. Group students. Instruct each group of students to select a performer or musical group and investigate how the artists and their music are promoted. As part of their investigations, have group members poll their peers to find out if they know of the artists, and if so, how they learned about the artists. Have students use this poll to determine which type of promotion has been the most effective. Compare and contrast the groups' findings. Why are some musical artists more popular than others? Why are certain promotional approaches more effective than others?

LINKS:
http://www.rainmusic.com/promotion/promote.htm
http://www.flanaganpromotions.com/index.vs
http://www.mtv.com/
http://www.sogang.ac.kr/~glasstm/musiclink.html
http://www.koreascape.com/arts/

EDITOR'S NOTE:
Red Guard
Leonardo da Vinci
equestrian
foundry
Renaissance
South Korea
dance music

NEWSROOM CHRONICLE

Student Bureau : Millennium Voyage: Vietnam

1. Where is Saigon? What did Chris and Jennifer think of this city? Describe the street children that they met. What were the children selling? Why were they so persistent?

2. How would you describe the conditions under which these children live? What does the Christina

Noble Children's Foundation do to help them? Why were most of the children in the shelters abandoned? What does the Foundation do to assist working parents?

3. What differences did the students notice between the boys and girls at the shelters? How did the boys and the girls respond to the visitors? What did the girls ask? Why do you think they wanted to know whether there are poor children in other countries? How did their visits affect Chris and Jennifer? What does each hope for the future of Vietnam?

4. The average per capita income in Vietnam is approximately $320 (U.S. dollars) a year. Point this fact out to students and have them work in groups to find recent data on annual per capita income for other nations, including the U.S. Have groups share their data and rank the countries from highest to lowest per capita income. Where does Vietnam fall on their scale? Direct groups to research information on the country of Vietnam. Discuss the political, economic and social factors that have contributed to the standard of living there.

5. In the video we learn about the Christina Noble Children's Foundation and its efforts towards improving the quality of life for some of Vietnam's children. What basic freedoms and rights do students think all children should be able to enjoy? Direct students to the last website below for a summary of the United Nations Convention on the Rights of the Child. Have students read the summary and discuss what steps governments should take to guarantee these rights.

LINKS:
http://lcweb2.loc.gov/frd/cs/vntoc.html
http://travel.state.gov/vietnam.html
http://www.geocities.com/Eureka/Office/2346/mimintr.htm
http://opusa.org/
http://www.unicef.org/voy/meeting/rig/convsum.html

EDITOR'S NOTE:
Vietnam
Saigon
Ho Chi Minh City
street kids

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 22, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:35 ... 01:35

TODAY'S NEWS ... 00:40... 02:15
Top Story ... 02:00... 04:15
The Russian military campaign continues in Chechnya.

In the Headlines ... 01:55... 06:10
LEADERS DISCUSS 21st CENTURY PROSPERITY

In the Headlines ... 02:55... 09:05
CLINTON VISITS BULGARIA

Space is the Place ... 01:40... 10:45
China launches its first spacecraft capable of manned space flight.

YOUR DAILY DESK ... 00:30... 11:15

Environment Desk ... 02:20... 13:35
River otters are returning to upstate New York after a one hundred year absence.

WORLDVIEW ... 00:30... 14:05

Inside Africa ... 02:55... 17:00
A new documentary illustrates the beauty and complexity of Africa.

Wild Kingdom ... 03:30... 20:30
Illegal logging threatens the Gunung Leuser National Park in Indonesia.

Check it Out : Animal Attack ... 02:45... 23:15
Wild animal attacks cause physical and economic devastation for some of Kenya's citizens.

Turner Website Information ... 00:40... 23:55
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:35... 24:30

Teaching the Bible ... 02:05... 26:35
A coalition of interests tries to find a middle ground on the subject of religion and public education.

CNN NEWSROOM CLOSE ... CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Conflict in Chechnya

1. Where is Chechnya? Why are Russian soldiers in Chechnya? Where are they headed? What city's leaders have made a deal with the Russian Army for their safety? What did the leaders have to do?

2. One Russian officer states that his army is "going to work with the population." Do you believe him? Explain. What evidence from the video demonstrates some cooperation on the part of the Russian troops? What evidence suggests that there may still be friction between the locals and the Russian Army? What do you think the Russian soldiers would have to do in order to win over the locals?

3. Challenge students to put themselves in the place of a Russian soldier or a resident of a town near Grozny in Chechnya. Assist students in conducting research to learn more about the crisis in Chechnya from each side's perspective. Then have each student assume the role of either a Russian soldier or a Chechen citizen and write a brief journal entry describing his/ her feelings as the troops march into the town. Share student entries and discuss the two perspectives behind this conflict.

LINKS:
http://cnn.com/WORLD/europe/9911/21/chechnya.01/
http://www.amina.com/
http://www.russiatoday.com/

In the Headlines

1. What was the topic of discussion among U.S. President Clinton and five other world leaders in Florence, Italy, this weekend? How would you define the terms "economic prosperity" and "social justice"? Do you think both of these can be achieved for all people? Explain.

2. At this meeting, President Clinton indicated that one way to achieve economic prosperity for all would be by "closing the digital divide." What did he mean? What conditions would allow this closing to take place? Do you think this is a realistic goal? Why or why not? In your opinion, would "closing the digital divide" guarantee economic prosperity for all? Explain.

3. Inform students that the self-proclaimed progressive leaders who met in Florence are proponents of the "Third Way" philosophy. The "Third Way" is a new set of ideas on how to achieve economic growth along with social fairness. It seeks a middle ground between the old welfare state and "survival of the fittest" capitalism. Have students work in groups to examine both the welfare state/socialism and pure capitalism. Challenge each group to devise a policy statement that defines a middle ground between the two as a model for governing in the 21st Century. Have groups share their ideas and discuss any obstacles to their implementation.

LINKS:
http://cnn.com/WORLD/europe/9911/21/clinton.02.ap/

In the Headlines

1. Locate the nation of Bulgaria on a world map. Why is President Clinton's visit significant? What kind of political system was present in Bulgaria after World War II? How has this system changed over the past few years?

2. What important Western alliance does Bulgaria want to join? How has Bulgaria demonstrated its determination to join NATO? What price did the country pay for its involvement in the Kosovo Crisis? How is the U.S. trying to reward Bulgaria? Why does Andrew Pierre of the U.S. Institute for Peace believe that more has to be done to help not only Bulgaria, but the Balkan region as well?

3. In the video we hear that free market reforms are slowly coming to Bulgaria. Inform students that in spite of a stable currency and relatively low inflation, the average Bulgarian earns only about $100/month. Direct students to conduct research to learn more about Bulgaria's economic and political systems and the challenges they face. Share student information. Why do students think economic and political reforms have been so slow in coming? Have they been effective? If the economic picture does not soon improve, how might the political scenario be impacted? Discuss.

4. **LINKS:**
http://cnn.com/WORLD/europe/9911/21/clinton.sofia/index.html
http://www.bulgaria.com/

Space is the Place

1. Why was Saturday's launch of a Chinese spacecraft significant? What other countries have launched manned space missions? Describe the mission of the Chinese spacecraft that was launched Saturday. Where did the spaceship land? When are the Chinese likely to send a person into space?

2. In the video we learn that the Chinese government has kept its space mission shrouded in secrecy. Why do students think this is so? Have students search the Internet and other resources to see what information, if any, they can gather about China's space program. Have students present their findings. Why do students think so little information is available? What do they believe is the purpose behind China's space program? Discuss.

3. **LINKS:**
http://www.chinatoday.com/
http://home.sprintmail.com/~mvdunbar/China/ch_astronauts.htm
http://216.30.41.7/services/giu/032598.asp

EDITOR'S NOTE:
Chechnya
progressive leaders
digital divide
fiscal discipline
Sofia
communism
NATO
Balkans

YOUR DAILY DESK

Environment Desk : Otter Release

1. **What caused the disappearance of river otters from central and western New York? How have those circumstances changed in recent years? Describe the recent efforts to repopulate the species in these areas. Who is responsible for these efforts?**

2. **What do scientists look for when examining these otters during captivity? How do they prepare the otters for the difficult conditions that lie ahead? What are some of the ways otters have reacted to being released? How are the otters tracked and monitored? What vital functions do you think these river otters will perform within their new ecosystem? What indicators do you think would signal a successful reintroduction? How will scientists know these have occurred?**

3. **When most people think of otters they envision sea otters playfully floating on their backs in the water. There is a world of difference, however, between the sea otters with which most people are familiar and the river otters that are the focus of this story. Help your students learn how to distinguish between sea and river otters by creating a "Sea Otters and River Otters: The Difference" poster. Working in small groups, have students produce posters that meet the following criteria: Posters should be titled as above. Posters should point out at least four differences between sea and river otters. Each difference should be explained and illustrated through a drawing or graphic. Posters should include a resources section, displaying all sources for the information on that poster. This part of the poster should also provide places that interested viewers can look for more information. Have students present their posters to one another and discuss the characteristics specific to river otters that could be responsible for the difficulty they have surviving in ecosystems with low to moderate levels of pollution.**

LINKS:
http://www.nyotter.org/Pages/history.html
http://oberon.educ.sfu.ca/splash/friday/otter2.htm
http://animaldiversity.ummz.umich.edu/accounts/lontra/l._canadensis$narrative.html#ph
http://www.oaklandzoo.org/atoz/azotter.html

EDITOR'S NOTE:
river otter
antibiotics
stress

WORLDVIEW

Inside Africa : Africa Wonders and Struggles

1. **Who is Henry Louis Gates, Jr.? According to the video, how does the average American perceive Africa? Do you agree with these assertions? Why/why not? In what ways does this PBS series challenge these stereotypes? What was the high point of Mr. Gates' trip? What was the most painful moment of Mr. Gates' trip?**

2. **In the video, Mr. Gates asserts that, "the black poor in America are not unlike the black poor in Africa...Many of the problems we thought were merely racial, really are a function of economic scarcity, a function of class." What is the meaning of this statement? Do you agree with Mr. Gates? Why/why not?**

3. **Refer students to library and Internet resources to learn more about the geography, history and cultures of ancient Africa. Then, have each student write a fictional short story about an aspect of ancient Africa that is based on his/her research. Topics could include: Ancient Nubia, the Aswan Dam, the Pyramids at Giza, the Ghana and Mali empires, the ancient African intellectual achievement at Timbuktu, historic Gedi, the Swahili people, the island of Zanzibar, Ethiopia, South Africa or**

the Great Zimbabwe. Have students share their stories and discuss.

4. LINKS:
http://www.pbs.org/wonders/index.html
http://www.pbs.org/wonders/fr_rs.htm
http://www.africana.com/

Wild Kingdom : Endangered Indonesian Park

1. Where is the Gunung Leuser National Park located? Why is it considered one of Indonesia's natural wonders? Why are Indonesians logging the park even though it is a protected forest area? How has logging affected the park and its natural resources? Why do local conservationists think it will be difficult for Indonesia's new government to stop illegal logging?

2. Do you think forests are important? Explain. How do people profit from logging? Give an example. Do you think governments should regulate logging? Why/why not? What, if anything, do you think should be done to address the corruption that is allegedly contributing to the illegal logging in Indonesia?

3. About 8,500 different plant species and 700 different species of animals live in the Gunung Leuser National Park. Refer students to the websites below to learn more about the park's flora and fauna and how logging is affecting the park's ecosystem. Then, challenge groups of students to develop campaigns to educate their peers about the illegal logging in Indonesia and its environmental impact.

   EXTENSION: Logging is a major environmental concern throughout the world. Refer groups of students to the websites below to prepare presentations about the environmental impact of logging in a different region of the world. Instruct groups to consider the views of logging companies, government and conservationists. After the presentations, have students discuss how the increasing world population might impact logging. Then, have each student write a position paper about whether or not the planet can survive without forests. Direct students to share their papers and discuss.

4. LINKS:
http://users.bart.nl/~edcolijn/leuser.html
http://eia-international.org/Links/Forests/index.html
http://eia-international.org/News/Releases/r240899.html
http://www.duke.edu/~mym1/suaq.htm
http://www.noord.bart.nl/~edcolijn/
http://www.looksmart.com/eus1/eus51605/eus51606/eus227615/eus227616/r?lk&

Check it Out : Animal Attack

1. Where is the Tsavo East Game Park located? How many protected game reserves are in Kenya? What type of animals are located on these reserves? Why do some citizens of Kenya want to kill some of Kenya's protected animals?

2. Why do you think there are so many game reserves in Kenya? Why do you think some wild animals attack humans? Do you think animals have rights? Explain. If so, do you think they have the same rights as people? Why/why not?

3. Refer students to the websites below to learn about the endangered

animals of Africa, and the issue of wildlife conservation in Kenya. Instruct students to identify the differing viewpoints on poaching, and the efforts of the Kenyan government and conservation groups to protect Kenya's wild animals. Have students share their findings and discuss.

4. **Inform students that in July 1994, the Board of Trustees of Kenya Wildlife Service (KWS) commissioned a Five Person Review Group to contact landowners and members of local communities with experience in dealing with human-wildlife conflicts, to solicit their views on these problems. Refer students to the first two websites below to learn about the KWS and its wildlife conservation goals and programs, including its Community Wildlife Service. Have students talk about the benefits and drawbacks of the Community Wildlife Service. After discussing this information, have your students debate whether or not the citizens of Kenya should be allowed to kill protected species if these wild animals are threatening the safety of their communities.**

5. LINKS:
   http://www.kenya-wildlife-service.org/summery.htm
   http://www.kenya-wildlife-service.org/
   http://www.wcmc.org.uk/
   http://www.selu.com/~bio/wildlife/text/conservation.html
   http://www.awf.org/

EDITOR'S NOTE:
Africa
Timbuktu
Sumatra
watershed
conservation
logging
reserves
protected species

NEWSROOM CHRONICLE

Teaching the Bible

1. **What is meant by the term "separation of church and state"? What was the definitive Supreme Court ruling on organized prayer in the classroom? Why has this issue been such a difficult one to police in public schools?**

2. **What is the objective of the publication "The Bible and Public Schools: A First Amendment Guide"? What points does the Guide recommend for the study of religion in public schools? Does the Guide have widespread support? Explain. Why are some critical of teaching about the Bible in school? Do you think a historical course on the Bible should be offered to students? Should historical courses on other religious text be offered? Do you think offering these courses is the same as advocating prayer in your school? State the rationale for your views.**

3. **Read this quote to students "...Schools do more than train children's minds. They also help to nurture their souls by reinforcing the values they learn at home and in their communities. I believe that one of the best ways we can help out schools to do this is by supporting students' rights to voluntarily practice their religious beliefs, including prayer in schools...." Inform students that President Clinton said this on May 30, 1998. Have students conduct research to learn about differing views on the issue of religion in school and share their findings. Then refer students back to President Clinton's quote. Have each student write a paper agreeing or disagreeing with the president's statement, and providing a rationale for that opinion.**

LINKS:
http://www.ed.gov/Speeches/08-1995/religion.html
http://www.freedomforum.org/religion/1999/11/11biblepublicschools.asp
http://www.freedomforum.org/newsstand/reports/bible-publicschools/printb
http://dune.srhs.k12.nj.us/WWW/research/jan97/webpage.htm
http://members.aol.com/porchnus/memorial/skeppie4.htm

EDITOR'S NOTE:
separation of church and state
civil liberties
supernatural

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 23, 1999

Please note: There will be no CNN NEWSROOM and no Daily Guide on Thursday, Nov. 25 and Friday, Nov. 26 in observance of Thanksgiving in the U.S. Have a happy and safe holiday!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:45 ... 01:45

TODAY'S NEWS ... 01:30... 03:15
Top Story ... 01:55... 05:10
U.S. President Clinton appeals for stability in Kosovo.

In the Headlines ... 02:00... 07:10
SNOWSTORM HITS EUROPE

YOUR DAILY DESK ... 00:20... 07:30
Health Desk ... 02:25... 09:55
New research reveals surprising findings about why kids smoke.

WORLDVIEW ... 00:20... 10:15
Top of the World 03:25... 13:40
The British Government expels hereditary peers from Parliament.

Information Please ... 02:15... 15:55
Organic foods are booming in Great Britain.

Check it Out : Kenya Blindness ... 02:00... 17:55
The Lions Club hospital in Kenya sponsors a program to fight blindness.

Inside Asia ... 03:05... 21:00
Political cheerleading promotes loyalty to North Korea's government.

NEWSROOM CHRONICLE ... 00:20... 21:20
Democracy in America: Political Cartoons ... 02:50... 24:10
Political cartoonists have a field day with this year's crop of presidential contenders.

Turner Website Information ... 00:40... 24:50
Information on the CNN NEWSROOM Daily Guide

Voices of the Millennium ... 01:25... 26:15
Does the Millennium matter?

CNN NEWSROOM CLOSE ... CNN NEWSROOM CLOSE ... 01:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Focus on Kosovo

1. What is the last stop on President Clinton's European tour? Why is he going to Kosovo? Review the events that led to NATO involvement in this province. What is the current situation there?

2. What challenges face the Kosovo peacekeepers? What does Mr. Clinton plan to say to appeal for stability in Kosovo? Who does the Clinton Administration blame for some of the lawlessness there?

3. What role did Bulgaria play in the Kosovo crisis? How would Bulgarian leaders like to be rewarded? How does Mr. Clinton appear to be reacting to this request?

4. Refer students back to the video and to the statement that the U.S. troops are "well aware there is no end to the peacekeeping mission in sight." What do students think of this situation? Direct students to work in groups to research the situation that brought NATO troops, including U.S. soldiers, to Kosovo, and the pros and cons of international involvement there. Share group findings. Challenge each student to write an editorial regarding the presence of U.S. troops in Kosovo at this point. Should the troops be there? If so, for how much longer? If not, when and how should they be evacuated?

LINKS:
http://cnn.com/WORLD/europe/9911/22/clinton.bulgaria.02/
http://news.bbc.co.uk/hi/english/static/on_kosovo_map/default.htm
http://cnn.com/SPECIALS/1998/10/kosovo/

In the Headlines

1. Describe the scene in much of Europe as an early snow hit the continent. How did the snow impact everyday life around Europe? Which area was hardest hit? Do you think there is any good news regarding this snowstorm? Explain.

2. Snowstorms can have both positive and negative consequences. Challenge groups of students to come up with lists of these positives and negatives from a social, political and economic perspective. Share group lists and discuss. What might be some long-term effects of this storm in Europe?

LINKS:
http://cnn.com/WEATHER/9911/22/european.snow/index.html
http://www.geocities.com/CapeCanaveral/Lab/6306/

EDITOR'S NOTE:
Kosovo peacekeepers
NATO
Slobodan Milosevic

YOUR DAILY DESK

Health Desk : Smoking Kids

1. What was the objective of the Adverse Childhood Experiences study? What did the study conclude? According to the study what types of adverse childhood experiences are linked to cigarette smoking?

2. What are the current trends in cigarette smoking? In the video, Dr. Anda states, "I think even more disturbing than the trends in cigarette smoking, is that two-thirds of the people we studied, and these are people who are relatively well off, had at least one of the adverse childhood experiences that we studied." What are the implications of Dr. Anda's statement? Why do you think so many people have experienced childhood trauma? Invite a counselor or psychologist to your class to talk about the emotional impact of abuse, how to prevent abuse, and the types of treatment and interventions are available for abused children.

3. In spite of efforts to reduce access to cigarettes and counter the effects of tobacco marketing, "in recent years, smoking among adolescents has increased and the decline of adult smoking has slowed to nearly a halt." Ask students: How might these new insights into tobacco dependency be used to correct this situation? Refer students to the websites below to learn about the physiological and psychological effects of smoking cigarettes and the health risks associated with smoking. Challenge groups of students to develop antismoking campaigns that utilize the new research findings. Have groups present their campaign strategies and discuss.

LINKS:
http://jama.ama-assn.org/issues/v282n17/full/joc81372.html
http://www.aacap.org/web/aacap/
http://www.mayohealth.org/
http://www.amhrt.org/Heart_and_Stroke_A_Z_Guide/nctfk.html
http://www.tobaccofacts.org/addiction.html

EDITOR'S NOTE:
peer pressure
abuse
childhood trauma
tobacco
stressers

WORLDVIEW

Top of the World : Britain House of Lords

1. What is the composition and function of Britain's Parliament and its House of Lords? What is the political orientation of Britain's Labour Party? Why did the Labour Party want to end hereditary peers? How did the blue blood members of the House of Lords respond to the reform?

2. Group students. Challenge each group of students to prepare a presentation about one of the political parties in Britain, including the Labour Party, the Conservative Party, and the Social Democratic Party. Instruct students to identify each party's position on the hereditary peers issue. Have groups present their findings and discuss.

3. Refer students to the websites below to learn more about the history and culture of the United Kingdom. Class distinction is a prominent aspect of Britain's culture. Why do you think the Labor Party is trying to achieve a "classless society"? Do you think eliminating the aristocracy from the House of Lords will achieve this goal? Why/why not?

4. How were the hereditary peers different from other members of the House of Lords? Britain is a democratic nation. Do you think hereditary peers contradicts democratic principles? Why/why not? What are the benefits and drawbacks associated with ending hereditary peers? Instruct students to consider the historical and political significance of the reform. Discuss: Does Britain need a second chamber of Parliament?

LINKS:
http://news2.thls.bbc.co.uk/hi/english/special%5Freport/1999/01/99/lords%5Freform/newsid%5F252000
http://news2.thls.bbc.co.uk/hi/english/special_report/1999/01/99/lords_reform/newsid_236000/236476.st
http://www.parliament.uk/hophome.htm
http://www.tvontheweb.com/channels/parliament/index.html
http://www.ucl.ac.uk/constitution-unit/

Information Please : Organic Food

1. What is organic food? Why has organic farming become one of the fastest growing agricultural sectors in Britain? What is the difference between organic and conventional agriculture?

2. Why do you think organic food is more expensive than non-organic food? Why do you think people are willing to pay more for organic food? Do you eat organic food? Why/why not? What are the benefit and drawbacks of organic food? According to food manufacturers in England, "organic food prices will fall as more of it is grown. But it will never be as cheap as non-organic produce." Do you agree with this statement? Why/why not?

3. Does your country's government regulate the production of organic food? Refer groups of students to the websites below to learn about the national regulation of organic food in the U.S., and the U.S. Department of Agriculture Organic Program. Then, have each groups conduct a critical analysis of the federal standards for organic food. As a class, discuss the "pros" and "cons" of these standards. Ask students: What, if anything, could be done to enhance the quality and safety of food production? Should governments subsidize organic farming? Why/why not?

LINKS:
http://cnn.com/HEALTH/indepth.food/organic/index.html
http://www.ams.usda.gov/nop/
http://www.ams.usda.gov/nop/index.htm
http://www.purefood.org/organlink.html
http://www.turnertoys.com/NOP_framepage1.htm
http://www.soilassociation.org/
http://www.maff.gov.uk/
http://www.nerc.ac.uk/

Check it Out : Kenya Blindness

1. What is cataracts? What percentage of preventable blindness in Kenya is caused by cataracts? What other eye diseases cause blindness? How does the Lions Club hospital help save people's eyesight? Why do many Kenyans need the services of the Lions Club hospital? What is the goal of the Lions Club eyesight program?

2. If you are sighted, how do you think becoming blind would impact your life? Are you comfortable around blind people? Why/why not?

3. Refer students to the websites below to learn about the cause and treatment of eye diseases, signs of possible eye trouble in children, and what people can do to prevent blindness. Then, have your students sponsor a school-based educational campaign to promote healthy eyesight.

4. Have students conduct research, including personal interviews, to determine what sighted people

should know about being blind. For example, how blind people get around, and the right way to offer assistance to a blind person. Have students share their findings and discuss. Next, challenge groups of students to devise a way for sighted people to understand what it is like to be blind. Have each group demonstrate its idea with the class. Then, direct each student to write a paper describing his/her impressions about what it was like to be blind.

LINKS:
http://www.prevent-blindness.org/
http://www.vvm.com/~tlions/sight1st.html
http://www.nei.nih.gov/publications/cataracts.htm
http://www.nyise.org/blind.htm

Inside Asia : Korean Cheerleader

1. Why is the North Korean government conducting mass displays of "political theater"? Who is the head of North Korea's government? Who is Yang Gil Lam? What inspires him to be a cheerleader?

2. Refer students to online resources to learn about the history of North Korea during the last 50 years. Instruct students to identify the current status of North Korea's economy, famine, and nuclear missile program. Then, have students define the term "propaganda." Ask students if they think the mass events occurring in North Korea are a form of propaganda. If so, what messages are being promoted?

3. Propaganda is used by governments around the world, especially during times of national hardship. Challenge your class to brainstorm a list of different instances when countries have used propaganda, such as during WWII. Group students. Then, have each group prepare a multimedia presentation about one of the propaganda campaigns. Following each presentation, discuss whether or not the campaign was effective. Have students identify the political and social consequences of each campaign.

LINKS:
http://cnn.com/WORLD/asiapcf/9908/13/north.korea.day/
http://cnn.com/WORLD/9609/18/korea/index.html
http://darkwing.uoregon.edu/~felsing/kstuff/nkgov.html
http://darkwing.uoregon.edu/~felsing/kstuff/nkshelf.html
http://www.korea-np.co.jp/pk/

EDITOR'S NOTE:
blue blood
hereditary peers
manifesto
incentives
organic food
cataracts
glaucoma

NEWSROOM CHRONICLE

Democracy in America: Political Cartoons

1. Who are Jack Higgins and Mike Luckovich? What is a political cartoon? Describe some of the political cartoons these artists have created. How do some of the current presidential contenders provide fodder for these artists?

2. What characteristics or traits of the current presidential candidates are exaggerated in these cartoons? Do you think any of these are accurate depictions? Explain. Do you think any of them are unfair? If so, which ones, and why?

3. Generate a class discussion about the purpose of a political cartoon. Discuss the ways in which the political cartoonist gets the point across to the reader. Then group students, and have each group choose one political cartoon to analyze for the class. Each group will want to point out the components of the cartoon, including the person/persons seen in the cartoon, the setting of or circumstances behind the cartoon, any background the reader should know in order to understand the cartoon, and the cartoon's message. After each presentation, point out that the cartoon is one person's interpretation of a person or event, not fact. Why is it important for a potential voter to keep this in mind?

LINKS:
http://www.politicalcartoons.com/
http://www.nps.gov/vick/eduguide/chp_2/poltctn.htm
http://www.gi.grolier.com/presidents/ea/side/cartoon.html
http://www.cagle.com/2000/

Voices of the Millennium

1. Summarize some of the views expressed in the video about the coming new year. Why do you think it will be a time for many to assess "what we did wrong and what we did right"? Why do you think others see the new year as nothing special?

2. Ask students to consider their thoughts as the year 2000 approaches. What are their reflections on the past? Their hopes for the future? Have students write essays on their thoughts for the coming new year. Will it be "just another year" or do they attach some personal significance to the Millennium? Allow volunteers to read their essays.

LINKS:
http://www.mwr.navy.mil/mwrprgms/millhist.htm

EDITOR'S NOTE:
political cartoon
Jack Higgins
Mike Luckovich
gaffes
Pulitzer Prize

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 24, 1999

Please note: There will be no CNN NEWSROOM and no Daily Guide on Thursday, Nov. 25 and Friday, Nov. 26 in observance of Thanksgiving in the U.S. Have a happy and safe holiday!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... ... 01:40... 01:40

TODAY'S NEWS ... 00:25... 02:05
Top Story ... 03:10... 05:15
First Lady Hillary Clinton announces her candidacy for the U.S. Senate.

In the Headlines ... 01:05... 06:20
PRESIDENT CLINTON URGES PEACE IN KOSOVO.

YOUR DAILY DESK ... 00:40... 07:00
Business Desk ... 02:15... 09:15
A grocery store in Great Britain makes shopping as easy as going online.

WORLDVIEW ... 00:40... 09:55
Y2K: Asian Markets 02:45... 1 2:40
A new study indicates that some Asian countries are better prepared for Y2K than others.

Y2K: Self Reporting ... 02:55... 15:35
Is anyone checking to make sure that businesses and government are Y2K ready?

Y2K: Millennium Travel ... 02:10... 17:45
Because of Y2K, less people will be flying on New Year's Day.

Culture Watch ... 03:15... 21:00
NetAid, the latest charity concert, utilizes the Internet.

NEWSROOM CHRONICLE ... 00:30... 21:30
Artistry in Action: Norman Rockwell ... 05:40... 27:10
Chronicle looks at models for Norman Rockwell's famous paintings.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Clinton Senate Race

1. What state does Mrs. Hillary Clinton hope to represent in the U.S. Senate? Why do you think that she does not plan to announce formally until next year? Who is Mrs. Clinton's rival for the Senate seat?

2. What is unusual about Mrs. Clinton's bid for the New York Senate seat? What is she planning to do to further her campaign plans once the Secret Service gives its approval? Do you think that this move will draw approval or criticism? Explain.

3. In defending her actions while appearing with the wife of Yassar Arafat, Mrs. Clinton drew a distinction between her role as First Lady and that as a political candidate. In what ways do you think that her actions would and should be different in these two roles? How do you think that these differences could complicate her campaign?

4. Direct students to information about Mrs. Clinton and her political rival, Rudolph Giuliani. Based on their research, ask students to choose a candidate to support. Ask them to create a political strategy for their candidate and present it to the class.

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1999/11/23/hillary.announce/
http://www.hillary2000.org/
http://www.rudyyes.com/
http://www.nytimes.com/library/national/111899poll-watch.html

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EDITOR'S NOTE:
Chappaqua
First Lady

In the Headlines

1. What was the message of President Clinton to citizens of war-torn Kosovo? Why do you think that he visited the country?

2. For whom is Orthodox Christian Bishop Artemije a spokesman? Why do you think that newly returned Albanians would oppress remaining Serbs?

3. Challenge students to brainstorm other conflicts that have occurred among people within the same country, for example, the U.S. Civil War, the French Revolution, the Russian Revolution, and crises in the Mideast, Ireland, Afganistan, and Bosnia. Place students in groups, having each group choose a particular civil war to research. Direct them to find information about the events, drawing comparisons and contrasts to the situation in Kosovo. What resolutions did the country they chose use to finally end, or at least limit, unrest and conflict between factions? What lessons might the citizens of Kosovo take from these past conflicts?

LINKS:
http://www.cnn.com/WORLD/europe/9911/23/clinton.kosovo.04/
http://www.state.gov/www/regions/eur/kosovo_hp.html

EDITOR'S NOTE:
Kosovo
Bishop Artemije

Slobodan Milosevic

YOUR DAILY DESK

Business Desk : Cybershopper

1. Why are consumers like Anita Morgan volunteering to test online grocery shopping? Explain how the concept works for Safeway stores in Great Britain. What does it cost to have someone else do your shopping via this service? Do you think this service makes good business sense? Why/why not?

2. According to Safeway, how do many people perceive the task of grocery shopping? What is another common complaint about grocery shopping? How might the cybershopping program alleviate these concerns? Are there any drawbacks to the program? Explain.

3. The cybershopper program seen in the video supports the business maxim, "Time is money." Have students work in groups to find other examples of business opportunities that have sprung up as a result of the consumer's desire to save time. Challenge groups to search the Internet as well as their own communities for examples of these time-saving businesses. Groups will want to consider, for example, convenience stores, drive-up windows at restaurants and dry cleaners, ATMs at banks, online retail businesses, etc. Have each group share its list by writing it on the board. As a class, review the lists and evaluate the success of each time-saving business idea. What do students think is the next potential time-saving business?

LINKS:
http://www.logicdomain.com/money.htm
http://www.safeway.co.uk
http://www.stretcher.com/stories/960429c.htm
http://www.naa.org/display/food/groc_rely.html

EDITOR'S NOTE:
scanner
cyber shoppers
trial run

WORLDVIEW

Y2K: Asian Markets

1. Review what the Y2K bug is and its potential effect on computer systems. What is Credit Suisse First Boston (CSFB)? What was the purpose of the CSFB's Y2K study? According to the CSFB report, in which country is awareness about Y2K the lowest? Which European countries are at high risk for Y2K complications? Which Asian countries are the most vulnerable to the Y2K bug? Why do you think these nations are less prepared for Y2K than others?

2. What sectors of infrastructure could be affected by Y2K? Why are Hong Kong, Singapore, Korea and Taiwan better prepared for Y2K than other Asian countries? According to the CSFB report, why will Asian economies probably benefit from Y2K?

3. The CSFB report predicts that "trading in financial markets will slow down after the first week in December." Ask students: How might decreased trading impact the price of stocks? Inform students

that if the CFSB's predictions are accurate, within the first few months of the year 2000 public "fear will subside, and companies that have sailed through the (Y2K) crisis will be rewarded with higher stock prices." Poll students to see if they agree with CSFB's predictions. Then refer students to newspapers and online resources to select a stock. Have students track the performance of their stocks and the stock market during the next four months to see if the CSFB's predictions are accurate.

LINKS:
http://www.freedom.gov/y2k/
http://www.y2klinks.com/
http://www.csfb.com/
http://cnnfn.com/

Y2K: Self Reporting

1. What criticisms did the U.S. Senate have about Y2K self-reporting? What is the most effective approach for businesses and governments to verify that they are Y2K ready? What is the Y2K status of nuclear power, electric utilities and water suppliers in the U.S.?

2. In your opinion, why might a business or a government say it is Y2K ready if it is not prepared? Why do you think some industries and governments are not Y2K ready? Are you concerned about Y2K? Why/why not? What, if anything, are you doing to prepare for Y2K? What is your opinion about the concerns raised in the story?

3. As a class, brainstorm a list of different sectors of infrastructure that are vulnerable to Y2K, including transportation, banking, utilities, and telecommunications. Then, have each group prepare a presentation about a sector within your country, whether or not the sector is Y2K ready, and how organizations within the sector are verrifying their Y2K preparedness. Instruct each group to determine how the public might be affected if various aspects of the sector are not Y2K compliant. Have students discuss whether or not they think being Y2K compliant is more important for one sector versus another.

LINKS:
http://www.senate.gov/~y2k/
http://www.senate.gov/~y2k/links.htm

Y2K: Millennium Travel

1. Why are some people afraid to fly on New Year's Day? How is Y2K impacting the airline industry? According to the International Air Transportation Authority, how much money have airlines spent to become Y2K compliant?

2. Refer students to multimedia resources, including the second website below, to learn more about whether civil aviation systems in different countries are Y2K compliant. Have each student select a country and prepare a presentation about the background of the country, and the status of the country's air traffic services, airports and air carriers. Instruct each student to identify the steps taken by the country's government to make its civil aviation system Y2K ready. If a country's aviation system is noncompliant, have students determine the obstacles that are preventing the government from making the system Y2K ready. After the presentations, have students discuss the following questions:
    1. 1.What problems do you think might occur if all airlines and airports are not Y2K compliant?
    2. Should the international community assist noncompliant nations to become Y2K ready? Why/why not?
    3. Does a lack of Y2K readiness mean that there will be safety problems? Explain.
    4. In the event of adverse conditions, what type of contingency plans should be made to enhance the safety of air travel?
    5. Would you fly on January 1, 2000? Why/why not?

LINKS:
http://www.faay2k.com/
http://www.y2ktransport.dot.gov/fly2k/
http://www.iata.org/y2k/

Culture Watch : NetAid

1. What is the newest charity anthem titled? Have you heard it? If so, what do you think of it? How has this song been publicized?

2. Were you aware of the October NetAid live concerts, television programs, radio concerts, or Internet site? If so, how did you find out? If not, do you think it was due to lack of publicity? Explain.

3. How can NetAid help to fight poverty? Have you ever thought about ways in which you could help to alleviate poverty? If so, explain. Do you think that you should care about world poverty? Why/why not?

4. Direct students to the NetAid website or other resources that detail its mission, resources, and programs. Have students write an analysis of the event and its mission. Ask students: Do you think NetAid has been, and will continue to be, successful? OR Have students write an essay that compares and contrasts NetAid and another charity events, such as Live Aid or Farm Aid.

LINKS:
http://www.netaid.org/
http://www.herald.co.uk/local_info/live_aid.html
http://www.country.com/cmt/farm-aid-98/farm-aid-content.html

EDITOR'S NOTE:
utility
Y2K
self-reporting
FAA - Federal Aviation Administration
liability
NetAid
contingency plans

NEWSROOM CHRONICLE

Artistry in Action: Norman Rockwell

1. Who was Norman Rockwell? What would you say is special about his paintings? What do still-living models for his paintings have to say about him?

2. The town librarian recalls that Mr. Rockwell "preferred to paint life as he saw it, not necessarily the way it was." What do you think that means? Can you think of other painters or paintings that reflect this kind of philosophy? Explain.

3. Where did Mr. Rockwell live? How would you characterize this town? Do you think that his paintings would have been different had he lived in a major city? Why or why not?

4. Direct students to resources that allow them to view more of Norman Rockwell's works. Ask each student to choose a painting to critique. If possible, ask students to bring a copy of the painting into class. (They may be able to download a picture of the painting from a website.) Have students answer the following questions in either a class presentation or an essay format:
    1. What is happening in the painting?
    2. What is the theme?
    3. In what ways does the painting depict old-fashioned American values andattitudes?
    4. How realistic do you think that the attitudes conveyed were at the time the picture was painted? Does it portray any current American attitudes, themes, or dreams? Explain.

LINKS:
http://www.paonline.com/zaikoski/rockwell.htm
http://www.nrm.org/
http://www.pbs.org/wnet/ammasters/rockwell.html

EDITOR'S NOTE:
Norman Rockwell
Americana
Saturday Evening Post

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

November 29, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 01:40... 03:20
Top Story ... 02:55... 06:15
Northern Ireland appears to be on the eve of a new era of self-government.

In the Headlines ... 02:15... 08:30
WTO MEETING INCITES MASS PROTEST

YOUR DAILY DESK ... 00:50... 09:20
Environment Desk ... 02:00... 11:20
Thanks to new technology, wind energy is poised to make a comeback in the U.S.

WORLDVIEW ... 00:50... 12:10
Top of the World ... 02:55... 15:05
Egypt promotes population control.

Culture Watch ... 02:35... 17:40
Another ancient tomb is discovered in Egypt.

Inside Africa ... 02:20... 20:00
Kenyan Ogiek tribes fight to preserve valuable land.

FYI: Deformed Frogs ... 02:40... 22:40
Deformed amphibians are seen as a warning sign.

NEWSROOM CHRONICLE ... 00:50... 23:30
Watts Jazz ... 02:00... 25:30
Jazz musicians establish a mentor program for kids in the Watts section of Los Angeles.

Voices of the Millennium: Louis Armstrong ... 01:40... 27:10
Louis Armstrong is one of the most influential people of the millennium.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Path to Peace

1. How did Ireland become a divided nation? Why is there political tension in Northern Ireland? What is the IRA? When was the IRA established? What is the Good Friday peace accord? Why has the peace accord languished during the last 19 months? What political breakthrough recently occurred in Northern Ireland?

2. Have students draw on what they have learned from the story and online resources to answer the following questions: Who are the Nationalists? Who are the Unionists? What does each party want? Then, group students. Have each group research the Good Friday peace accord and the views of both the Nationalists and Unionists. Next, have each student write a brief speech for one side to promote the agreement among its interests. Instruct each group to appoint one member to deliver its speech.

3. Assist students in researching the settlement, then analyzing what, in his/her opinion, it means for the people of Northern Ireland. Direct each student to write an editorial predicting the chances of success or failure for peace in Northern Ireland.

LINKS:
http://cnn.com/SPECIALS/1998/nireland/index.html
http://www.nio.gov.uk/apragree.htm
http://wwwvms.utexas.edu/%7Ejdana/history/ni.html

In the Headlines : In the Headlines

1. What is the World Trade Organization (WTO)? What is the purpose of the WTO's four day conference in Seattle? How many people are expected to protest in Seattle? Why are environmentalists and labor unions protesting the conference?

2. In your opinion, should the U.S. government allow mass protest against the WTO? Why/why not? Do you think the protesters will be effective? Explain. Why do you think environmentalists and labor union representatives were excluded from the WTO negotiations? Do you think these two interest groups should be included in WTO negotiations? Why/why not? What, if anything, should be done to prevent mass protests from occurring at future WTO conferences?

3. Environmentalists say the WTO weakens environmental laws, and labor organizations fear that WTO policies promote "global abuse of workers' rights and low wages abroad." Group students. Have each group research the agenda of the WTO conference, including the goals of specific nations, and whether or not WTO policies violate human rights and environmental protection. Following the group presentations, have students discuss the benefits and drawbacks of a global trading system.

LINKS:
http://cnn.com/US/9911/27/seattle.wto.ap/
http://cnn.com/ALLPOLITICS/stories/1999/11/28/wto.talks/
http://cnn.com/US/9911/28/seattle.subdued.ap/index.html
http://heva.wto-ministerial.org/
http://www.aflcio.org/home.htm

EDITOR'S NOTE:
tariffs
Irish Republican Army (IRA)
paramilitary
World Trade Organization

protectionism
dumping
agriculture
European Union

YOUR DAILY DESK

Environment Desk : Wind Power

1. What has made wind power the "world's fastest growing energy source" today? What is the present cost per kilowatt-hour for power produced by a wind turbine? How does that compare with the cost per kilowatt-hour using fossil fuels? When does Ken Karas believe the cost of wind energy will be comparable to the cost of fossil fuels?

2. After its promising start in the 1980's, what caused the general public to turn away from wind power as an alternative energy source? What has caused a revival of public interest in wind power? What do wind energy producers say they need to meet their market share goal? How has the government responded? What is currently "propelling wind power demand?" What state is home to most of the U.S. wind farms? Why do you think this is so? Where is the fastest growth in the wind energy market taking place?

3. Why do you think corporations are willing to pay more for "green" energy? What is the U.S. Energy Department's goal for wind energy use over the next twenty years? Do you think this is attainable? Explain. What do you think are the main benefits and drawbacks associated with wind energy production?

4. This story credits the lowering of wind energy costs to improvements in wind turbine technology. One area of investigation for wind turbine scientists is finding the most efficient angle or pitch for the blades. Working in small groups, have students experiment with blade pitch by performing the following experiment:
    1. Cut out a 2 inch diameter circle out of a piece of construction paper.
    2. Tape three drinking straws onto the circle in the shape of an asterisk so that the lines formed by the straws divide the circle evenly. The point where the centers of the straws meet should also be the exact center of the circle.
    3. Carefully attach the paper and straws to the eraser of a new pencil using a pin or small brad. Check to make sure the circle spins freely.
    4. Cut out six 1 inch x 1 inch squares and tape or staple them to the ends of the straws at any angle you choose, making sure that each one is at the exact same angle. Color the tip of one of the blades so you can recognize it as it spins
    5. Hold the windmill two feet away from a wind source such as a fan, making sure to have the face of the windmill face the fan.
    6. Over a two minute period, count and record the rotations of the blades by counting how many times the colored blade passes a given point.
    7. Turn the windmill so that its blades are at a 90 degree angle to the fan. Repeat the previous step.
    8. Compare the number of blade revolutions for all windmills and draw conclusions about the optimum angle for windmill blades.

    Connect this experiment back the story and discuss how this kind of experiment could be done with a wind turbine. Have students predict whether their results would or would not be similar and explain their reasonings.

LINKS:
http://www.windpower.dk/tour/design/index.htm
http://www.eng.newcastle.edu.au/me/wind/
http://www.wws.princeton.edu/~jpia/3.html

http://www.geology.wisc.edu/geo411/cochran.html

EDITOR'S NOTE:
turbines
kilowatt hour
fossil fuel
green energy

WORLDVIEW

Top of the World : Egypt Population

1. With only about five percent of its land populated, why is Egypt concerned with overpopulation? In what ways does the government promote birth control? What have been the effects of family planning campaigns in Egypt?

2. How do Egyptians seem to feel about smaller families? Do you agree or disagree? Explain.

3. There are strong opinions on both sides of the issue of population control. Refer students to multimedia resources to learn more about the issue of population control and people's differing viewpoints. Group students and challenge them to choose an organization and outline its position, its evidence, and its tone in delivering its message about population control. After each group presents its findings, ask students to evaluate the messages. With which points do they agree and disagree? Ask them to support their opinions.

LINKS:
http://www.zpg.org/
http://www.overpopulation.com/
http://www.overpopulation.org/
http://www.pop.org/

Culture Watch : Egypt Underworld

1. Locate the pyramids of Giza on a map. What has recently been discovered near these wonders of the ancient world? What does the Director of Pyramids believe this discovery to represent? Who was Osiris?

2. What is making the excavations difficult for archeologists? Why is this tomb unlikely to become a mecca for tourists?

3. Challenge students to consider the purposes of excavating sites such as the newly excavated tunnel near the pyramids of Giza. Using the websites listed below, and other resources, have each student write a persuasive paper in which he/she argues for or against allocating resources to continue this kind of archeological work.

LINKS:
http://www.rels.com/Netjert/osiris.htm
http://www.wsd1.org/LitOnline/osiris.html
http://www.pbs.org/wgbh/nova/pyramid/excavation/
http://www.dreamscape.com/morgana/gizagate.htm

Inside Africa : Kenya Forest Tribe

1. Why is the Ogiek tribe taking the Kenyan government to court? What does the tribe fear may happen to their land if it is handed over to the government? How is the land currenly being used by the Ogliek?

2. According to the news story, the government has stated that it wants to protect the land. Do you think that the land needs to be protected from the Ogiek? Why/why not? If so, from whom do you think the land needs to be protected? Explain.

3. Ask students if they or anyone they know have ever had land taken from them by the government, for instance, to build or expand a road. Invite a government official to speak to your class about instances in which the government can take land from its citizens. Have students formulate questions beforehand about the rights of citizens in such cases.

LINKS:
http://kenyaweb.com/kenyagov/index.html
http://www.nationaudio.com/News/DailyNation/Today/
http://www.kenya-wildlife-service.org/

FYI: Deformed Frogs : FYI: Deformed Frogs

1. According to the World Wildlife Fund (WWF), what percentage of the world's fresh water species are in decline? What is happening to some amphibians? How do some ecologists interpret these changes?

2. Do you think about conserving water on a daily basis? Why/why not? How important do you think it is to be responsible about the ways in which you use water?

3. Have the class brainstorm ways to conserve water. Ask them to create posters in which they exhort their peers to use water responsibly, including both reasons for conservation and ways in which to conserve.

LINKS:
http://www.panda.org/
http://www.worldwildlife.org/
http://www.nrcs.usda.gov/
http://www.waterinfo.org/cnsrv.html

EDITOR'S NOTE:
sarcophagus
dynasty
Rastaw
Orisis
scarab beetles
Rift Valley
amphibians
ecosystem

NEWSROOM CHRONICLE

Watts Jazz : Watts Jazz

1. Where is Watts located? What is the goal of the jazz mentorship program? How do you think being exposed to jazz might impact the kids? Do you think this mentorship program is a good idea? Why/why not? What do you think it takes to be an effective mentor?

2. Research the history and current status of the Watts community. What types of social problems have existed in this community? Why? Do these problems exist in other communities? How do these social problems impact children? What do you think should be done to solve these social problems? What can children do to solve these problems?

3. Why do kids need mentors? Have students use online resources to identify a list of local and national mentorship programs. Then, instruct groups of students to select a program from the list. Have groups prepare a presentation about the history and scope of the program. Ask students to determine if the program is effective, and to give examples to support their opinion.

LINKS:
http://cnn.com/US/9908/23/watts.tourism/
http://www.ci.la.ca.us/
http://www.allaboutjazz.com/timeline.htm
http://www.washingtonpost.com/wp-srv/style/longterm/books/chap1/historyofjazz.htm

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Voices of the Millennium: Louis Armstrong : Voices of the Millennium: Louis Armstrong

1. Who was Louis Armstrong? What instrument did he play? What is jazz? How did Mr. Armstrong influence jazz?

2. "Louis Armstrong was responsible for (musical) innovations that filtered down through popular music to rock and roll." Refer students to archival resources, including the websites below, to learn more about the life and times of Louis Armstrong. Ask students to consider how the era and culture in which Mr. Armstrong lived influenced his music, and how Mr. Armstrong and his music influenced American culture. Have groups of students prepare a multimedia presentation about the evolution of Mr. Armstrong's music and its influence on either jazz, blues or rock and roll. After the presentations, ask students: Why do you think people consider Mr. Armstrong "a gift from God and an angel?" Do you consider Mr. Armstrong to be one of the most influential people of the millennium? Why/why not?

LINKS:
http://cnn.com/SPECIALS/1999/millennium/20/profiles/content13.html
http://www.satchmo.net/onlineex.html
http://www.rockhall.com/induct/armslou.html
http://www.nypl.org/research/sc/scl/MULTIMED/JAZZHIST/jazzhist.html

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EDITOR'S NOTE:
jazz
Louis Armstrong
avant-garde

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CNN NEWSROOM Guide

November 30, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 05:00... 07:35
Environmental activists are protesting the WTO conference in Seattle.

YOUR DAILY DESK ... 00:40... 08:15
Health Desk ... 02:00... 10:15
"Virtual reality" is being used to treat Vietnam veterans who suffer from PTSD.

WORLDVIEW ... 01:00... 11:15
Top of the World ... 03:20... 14:35
Cuba-U.S. relations complicate the war on drugs.

Inside Africa ... 03:00... 17:35
Kenyan authorities monitor a village exposed to radiation.

NEWSROOM CHRONICLE ... 01:00... 18:35
Democracy in America: Senate Presidential Candidates ... 03:55... 22:30
Senatorial experience does not always translate to success for presidential candidates.

El Nuevo Panama #1 ... 05:05... 27:35
Panama has a rich history that dates back to pre-Columbian times.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : World Trade Organization

1. What is the World Trade Organization (WTO)? When and why was the WTO established? How many countries participate in the WTO? What is a "global economy"? What is the WTO's position on free trade?

2. What is the purpose of the WTO conference? Why are people protesting the WTO conference? Do you think the protesters will be effective? Why/why not?

3. According to Daniel Seligman of the Sierra Club, "it's not trade and the globalized economy that upsets environmentalists, but the way that WTO rules work to promote trade." Activists maintain that "the WTO rules do not allow for one country to ban another country's products because of the way those products are produced or processed." Assist students in conducting research to learn about the WTO's trade rules. Ask students to determine if activists' concerns are warranted. Have students support their positions with facts. Then, have students consider the benefits and drawbacks of free trade, and whether or not international non-tariff trade barriers should be eliminated.

   EXTENSION: "One of the hot areas of debate (between environmentalists and the WTO) is biotechnology, in particular, questions over how genetic advances in agriculture should be allowed to proceed." Challenge groups of students to research the issue of genetically engineered food. Have each group address the following questions: What, if any, genetic modifications should be made to crops? How will genetically modified crops impact farmers and consumers around the world? How will international trade deal with genetically modified crops and the foods that come from them? What food should be labeled as "genetically modified"? Have groups share their information and discuss.

LINKS:
http://cnn.com/US/9911/29/wto.seattle.02/
http://cnn.com/HEALTH/9911/29/ethics.matters/
http://www.wto.org/
http://www.sierraclub.org/trade/
http://www.earthjustice.org/
http://www.nam.org/
http://europa.eu.int/

EDITOR'S NOTE:
worker's rights
WTO
sanctions
trade liberalization
dispute settlement mechanism
protesters
big business
non-government observers

YOUR DAILY DESK

Health Desk : Vietnam Virtual Reality

1. What is "virtual reality"? What is post traumatic stress disorder (PTSD)? How are researchers at the Virtual Environments Group using virtual reality to treat Vietnam veterans who suffer from PTSD?

2. What is a repressed memory? Why do you think people repress memories of traumatic experiences? Can repressed memories be harmful to a person's psychological and physical health? Explain. What is psychotherapy? How is psychotherapy different from other forms of mental health treatment? What is your opinion of psychotherapy?

3. Share the following information with your students: According to some mental health experts, "since the virtual world is computer-generated, virtual environments are ideal for creating controlled conditions for observing the psychological reactions of people to their environment... The fact that the virtual environment can be controlled suggests the possibility of using virtual reality for the treatment of many psychiatric illnesses."

Direct students to multimedia resources to learn about the process of psychotherapy, and about the symptoms and traditional methods of treatment for PTSD and phobias. Then, refer students to the first two websites below to learn how virtual reality is being used to treat phobias and PTSD. Ask students: Do you think virtual reality is an effective "shortcut" to treating these disorders? Why/why not? What type of knowledge and skills should a clinician possess to use virtual reality as a therapeutic tool? What are the benefits and drawbacks of using virtual reality to treat PTSD and phobias? Have students identify other ways that virtual reality could be used to enhance the mental health of individuals.

LINKS:
http://www.cc.gatech.edu/gvu/virtual/
http://mentalhealth.about.com/library/weekly/aa081897.htm?iam=mt
http://www.bonni.net/trinity/discord/ptsd.html
http://www.ncptsd.org/FS_Physical_Health.html
http://www.hitl.washington.edu/projects/knowledge_base/onthenet.html

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EDITOR'S NOTE:
virtual reality
repressed memories
desenatization
flashback
post traumatic stress disorder (PTSD)

WORLDVIEW

Top of the World : Cuba Drugs

1. Locate the nation of Cuba on a world map. Discuss the features of this nation's geography that make it an ideal location for drug traffickers. According to the video, what is Cuba's government doing to combat this practice? Why is Cuban law enforcement losing its war on drugs?

2. Cite some examples of international cooperation aimed at helping Cuba deal with its drug smuggling problem. Why do you think these other nations are interested in aiding Cuban law enforcement in this regard? What has the United States done to assist Cuba? Explain why it has taken this stance.

3. How do some U.S. elected officials feel about helping Cuban President Castro fight drug smugglers? Why? Who is Barry McCaffrey? Does he agree with these officials? Explain. In the video we learn that Mr. McCaffrey is powerless to change U.S. policy. Why is this so?

4. How would students describe current relations between the U.S. and Cuba? What is the history behind current U.S.-Cuba relations? Have students work in groups to learn more about the communist revolt led by Fidel Castro and the role of Cuba in the Cold War. Assist groups in researching Cuba's current position in the international community: What is the Castro government's record on human rights? What is the current U.S. policy towards Cuba? Share group information in class discussion. Does the history between these two countries and current events justify the U.S. position not to assist Fidel Castro's anti-drug efforts? Direct each student to write a position paper in response to the question: How should the United States deal with the problem of drug smuggling in Cuba?

LINKS:
http://www.odci.gov/cia/publications/factbook/cu.html
http://www.cubanet.org/links.html
http://www.hartford-hwp.com/archives/43b/index.html
http://www.amnesty.org/ailib/countries/indx225.htm

Inside Africa : Kenya Radioactive Road

1. Why are authorities in Kenya scrambling to set up health monitoring systems in the community seen in this video? Why was the road built with radioactive materials? How are nuclear scientists assisting in the effort to monitor this village? Which compound do they fear is most toxic to humans?

2. Geophysicist Jayanti Patel published a study on the hill that was the source of the road's building materials. What did his study indicate? Did Mr. Patel inform the authorities? Why do you think they did not heed his warning? How has Kenya's Radiation Protection Board reacted to Mr. Patel's findings?

3. What is radiation? How and where does it occur in nature? Assist groups of students in conducting research to learn more about radioactivity from natural and human-made sources. What is the difference between the two? Discuss the effects of exposure to radioactivity on humans and the environment.

LINKS:
http://www.ccr.jussieu.fr/radioactivite/english/what_is_radioactivity.htm
http://www.iem-inc.com/preverr.html
http://www.pearson-college.uwc.ca/pearson/fungi/fungrad.htm
http://www.igc.org/citizenalert/fctshts/humenv.html

EDITOR'S NOTE:
traffickers
interdiction
radioactive
thorium
geophysicist
sedimentary rock

NEWSROOM CHRONICLE

Democracy in America: Senate Presidential Candidates : Democracy in America: Senate Presidential Candidates

1. With what political office are Edmund Muskie, John Glenn, Arlen Specter, Phil Gramm, Joe Biden and Bob Dole all associated? To what higher office did each aspire? What happened when each ran for U.S. President? Do you think their failure was a reflection on their qualifications, or were there other factors involved? Explain.

2. Which former and present U.S. senators have jumped into the 2000 Presidential Race? In your opinion, do any of these individuals have "what it takes" to be elected president? Explain. According to the video, what is another road to the White House for some senators? Which current presidential candidate has taken this road? Do you think his experience as vice president helps or hurts Al Gore as a presidential candidate? State your rationale.

3. What are the constitutional requirements for someone who wants to be a U.S. senator? What are the duties of the Senate? Review the role of the U.S. Senate in the system of checks and balances. Then, have students work in groups to consult their texts and other resources for the answers to these questions: What duties, unique to the Senate, serve as a check on the Executive and Judicial Branches of the U.S. government? What kinds of experience can a senator-turned-presidential candidate bring to the contest? How might these experiences help the senator's quest for nomination and election? How might they hurt his/her chances?

4. After discussing the duties of the Senate addressed in the question above, challenge each student to select one past or current U.S. senator who is running for president and write a speech highlighting his/her qualifications for the job, based on the Senate experience. Have each student deliver his/her speech. Generate a class discussion about what students think voters are looking for in a presidential candidate. To what extent are the experiences they cited in their speeches important to the electorate? Discuss.

LINKS:
http://www.senate.gov/senators/index.cfm
http://xroads.virginia.edu/~DRBR/usconst.html
http://lcweb.loc.gov/global/legislative/rules.html#senate

El Nuevo Panama #1 : El Nuevo Panama #1

1. Where is Panama located? Why has Panama been strategically important? Which groups of people used Panama as a passageway? Who first conceived of cutting a canal through Panama? Why is the Panama Canal important to the Panamanian people? What was "Panama Viejo"? When and under what circumstances did Panama gain its independence from Columbia? What was the purpose of the treaty between the U.S. and Panama?

2. Group students. Refer groups to multimedia resources to prepare a presentation about one of the following periods of Panama's history:
    1. The Indians
    2. The Spanish colonization during the 15th and 16th centuries
    3. Independence from Spain
    4. The California gold rush and the railroad
    5. The uncompleted French Canal
    6. The spillover from Colombia's civil strife
    7. The 1903 Treaty and qualified independence
    8. The organization of the new republic.

    As part of their presentations, instruct each group to prepare a timeline of the significant events that occurred during its period of Panamanian history. Following each presentation, have students contrast what was occurring in Panama to what was going on in different regions of the world during that period of time.

LINKS:
http://lcweb2.loc.gov/frd/cs/patoc.html
http://www.odci.gov/cia/publications/factbook/pm.html

EDITOR'S NOTE:
Panama
credible
image
U.S. Senate
"Senate outsider"

CNN NEWSROOM CLOSE

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